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ABSTRACT

Data pertaining to Australia's publicly funded vocational education and training (VET) sector in 1999 were reviewed. Both national-level and state/territory-level data on the following topics were reviewed: VET providers and delivery systems; student characteristics; enrollment trends; program costs and financing mechanisms; and apprentices and trainees involved in work-based VET. The following were among the review's key findings: (1) in 1999, publicly funded VET providers delivered courses, subjects, and training packages to nearly 1.65 million students, which represented a 7.3% increase over 1998 VET enrollment levels; (2) students residing in capital cities and other metropolitan areas averaged 217 hours of VET each, which was 50 hours more than students from rural and remote locations; (3) the most popular VET subject areas were business/administration/economics, engineering and surveying, and services/hospitality/transportation; (4) more than two-thirds of training activity resulted in successful completions; (5) most training (86.4% of

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annual hours) was funded from recurrent state and territory allocations for VET and commonwealth funds disbursed by the Australian National Training Authority; (6) 1999 operating expenditures on publicly funded VET remained essentially at the 1998 level (just under $4 billion); and (7) an estimated 259,900 Australians were undertaking apprenticeships or traineeships in 1999. (Contains 49 tables/figures.) (MN)

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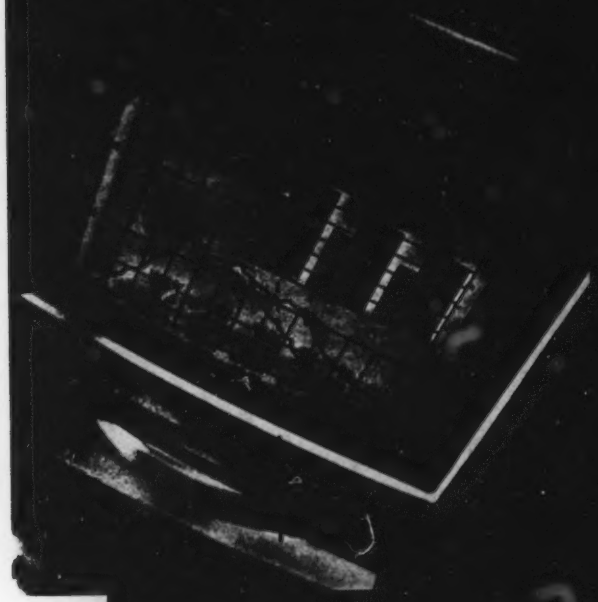

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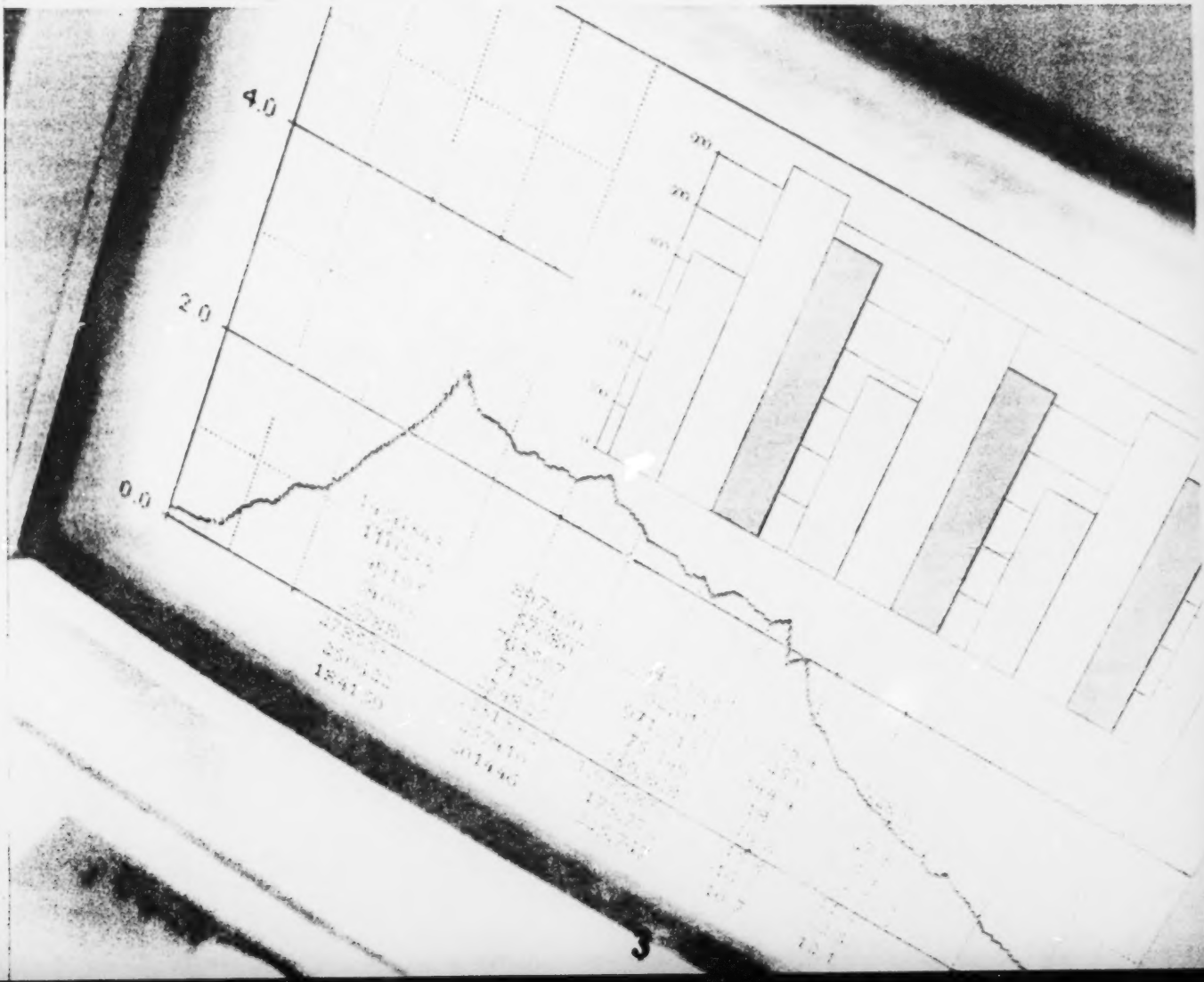
AUSTRALIAN VOCATIONAL EDUCATION AND TRAINING

STATISTICS 1999
AN OVERVIEW



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Foreword

About Australian VET Statistics 1999 – an overview

The uptake of vocational education and training (VET) in Australia has increased steadily over the past ten years. As a result, in 1999 one eighth of Australia's working age residents were enrolled with VET providers in receipt of public funds. Taking into account both publicly funded VET and VET delivered on a fee-for-service basis, about every fourth or fifth Australian in the age group of 15 to 64 year olds undertook some form of VET during 1999.

The steady growth and the high student participation numbers are two examples of the VET sector's success in meeting the increasing demand for labour mobility, broader labour skill levels and customer-tailored educational services. Australia's VET providers offer a variety of training choices to anyone who needs to enter or re-enter the workforce, retrain for a new job, upgrade their existing skills, or prepare for a career change.

This publication presents some of the highlights of publicly funded VET activity in 1999 and shows the diversity and flexibility of Australia's publicly funded VET system. All information presented is derived from the national VET data collection, which the National Centre for Vocational Education Research (NCVER) undertakes on behalf of the Australian National Training Authority (ANTA). This collection is made possible through the effective co-operation of State, Territory and Commonwealth agencies, and providers and organisations in the VET sector.

There have been a number of important advances in VET data collection and reporting in recent years, in particular those that came along with new developments in VET and subsequent changes to the statistical standard. Major advances include:

- the introduction of the National Training Packages, which are designed to make Australia's national training arrangements more simple and flexible, and to meet industry's demand for high quality, nationally portable outcomes and flexible, responsive delivery; and
- the abolition of the stream of study classification for recreational and VET courses.

Moreover, NCVER has developed the "student's major course" for reporting which provides a better insight into the training activities of individual students.

In this publication, NCVER has also included information about some important aspects of VET not covered in previous VET statistics, for example, information on the socioeconomic backgrounds of students, VET outcomes from the standpoint of individual students, and apprenticeships and traineeships.

The present publication is one of a suite of publications on vocational education and training which is funded, wholly or in part, from public allocations for VET. For more detailed information I refer readers to *Australian VET statistics 1999: in detail* and *Australian VET statistics 1999: financial data*, which are also downloadable from our Internet site (http://www.ncver.edu.au).

Chris Robinson
Managing Director
NCVER Ltd
November 2000

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Highlights and main features of Australia's VET sector – 1999

The basic trend in Australia's public VET sector in 1999 showed continued growth in student numbers, enrolments and hours of training. As in 1998, this increase was achieved with little change in total operating expenditure.

Who are VET students?

- Vocational education and training (VET) providers in receipt of public funds delivered courses, subjects and training packages to almost 1.65 million students. This indicates that in 1999 at least 12.7% of Australia's 15-64 year olds undertook some kind of VET.
- Student numbers increased by 111 900, or 7.3%, over 1998, and 188 600, or 12.9%, over 1997.
- 51.0% of students were male and 49.0% female continuing the trend of female VET participation increasing at a faster rate than male participation: since 1995, the number of female students grew by 34.5%, which is a significantly bigger growth than for male students (24.9%).
- All age groups participated in training, with young people (15 to 24 year olds) comprising 38.2% of the students. 25 to 39 year olds made up 33.3% of VET students and 40 to 64 years olds 26.5%.
- In 1999, the student numbers grew across all age groups, with 15 to 19 year olds and 50 to 64 year olds showing the highest growth in both absolute numbers and proportionally to the corresponding age cohorts of Australia's resident population.
- Over 7% of VET students were still attending school while undertaking VET, and at least 10% were recent school leavers (i.e. completed school in either 1998 or 1999).
- In 1999, around 143 800 students, or 8.7%, were full-time, that is, each undertook 540 hours of training or more. These students accounted for 33.3% of the annual hours delivered in the publicly funded VET sector.

How much training is undertaken?

- Annual hours delivered in the publicly funded VET sector also continued to grow in 1999. Over 1998, total annual hours increased by 18.3 million hours, or 5.8%, to 331.1 million hours.
- VET students undertook an average of 201 hours each (males: 206 hours, females: 196 hours).
- Almost half of the students in 1999 undertook less than 100 hours of training highlighting that short training programs, part-time study and flexibility are important features of the Australian VET system.
- More than one third of students were enrolled in less than 50 hours of training. These students accounted for a very small proportion of annual hours (3.6%).
- More than half of total annual hours delivered (53.8%) were undertaken by 15 to 24 year olds. As a result, the average number of hours per student was much greater for this age group than for any other ten-year age cohort.
- Students residing in capital cities and other metropolitan areas took up an average of 217 hours each, 50 hours more than students from rural and remote locations did.
- Less than one percent of students normally reside overseas averaging more than 530 hours a year each.

What do VET students study?

- Enrolments in modules or units of competency increased by 8.7% over the previous year, from 10.7 to 11.6 million.
- The highest percentage of students (21.1%) chose their major course in the *Business, administration and economics* field of study which accounted for 20.3% of annual hours. The next most popular field of study was *Engineering and surveying*, with 13.4% of students and 15.5% of hours, followed by *Services, hospitality, transportation*, with 13.1% of students and 13.7% of annual hours.
- The majority of students undertook subjects in more than one area of learning.

- The most popular areas of learning were *Administration, business, economics and law* (19.0% of annual hours), *Social, educational and employment skills* (14.2%), *Engineering processing* (13.1%), and *Mathematics and computing* (11.3%).
- Over two thirds of students undertook as their major course a course classified under the Australian Qualification Framework (AQF) or equivalent. Out of these students, almost 30% undertook a major course that can lead to a qualification at certificate III level or equivalent.
- Enrolments in non-award courses slightly increased from 17.9% of all VET students in 1998 to 19.0% in 1999.
- 149 500 students, or 9.1%, of all VET students, enrolled in training packages accounting for 37.1 million annual hours, or 11.2%, of all annual hours delivered.
- Of all training package enrolments, 41.8% were at AQF certificate II level and 36.1% in AQF certificate III.
- Almost one million of units of competency were attained as part of a training package.

What does VET deliver?

- Over two thirds of training activity resulted in successful completions (68.4% of subject enrolments and 66.3% of annual hours).
- Six out ten VET students successfully completed nearly all (more than 95%) of their training.
- Most of the qualifications issued in 1999 (74%) were classified under the Australian Qualification Framework, or equivalent, a strong increase over 1998 (56%). The remainder (26%) comprised statements of attainment.
- 20 200 qualifications were issued within the national training packages.

Who provides VET?

- TAFE and other government providers delivered 84.6% of annual hours to 74.8% of VET students.
- Community providers accounted for 14.3% of all VET students and 3.5% of annual hours.
- Other registered providers, including enterprises, commercial providers and schools, accounted for 10.9% of all VET students and 11.9% of hours, an increase by 18.8% in student numbers and 24.2% in annual hours on 1998 figures.

What does VET cost and who pays?

- The major part of training (86.4% of annual hours) in 1999 was funded from recurrent State and Territory allocations for VET and Commonwealth funds disbursed by the Australian National Training Authority (ANTA).
- A further 2.8% of annual hours was funded from State/Territory and Commonwealth specific purpose allocations for VET.
- 10.8% of annual hours were funded by students who undertake training on a fee-for-service basis, including students from overseas studying in Australia under specific visa arrangements.
- Compared to 1998, operating expenditures of the publicly-funded VET sector in 1999 stayed essentially the same, just under $4 billion.
- In the six years 1994 to 1999 operating expenditures rose by $951 million (31.8%). An important component of this growth is an increase of $252 million (26.4% of the total increase) in payments to non-TAFE providers of VET.
- Recurrent operating revenues totalled $3.75 billion, which is roughly the same as was generated in 1998 ($3.73 billion).

Work-based VET: Apprentices and trainees in 1999

- An estimated 259 900 individuals were undertaking apprenticeships or traineeships in 1999, an increase of 18.7% over 1998.
- 68.7% of apprentices and trainees were male and 31.3% female. This compares with respectively 70.3% and 29.7% at the end of 1998 and highlights that over the past few years the proportion of females taking up apprenticeships or traineeships gradually increased.
- About one third (33.6%) of apprentices and trainees were aged 25 years or more with 28.9% aged 19 years or less, and 37.5% in the 20 to 24 years age group.
- During 1999, 193 000 apprentices and trainees commenced their work-based training, an increase of 25.3% on 1998. Of those commencing, 39.4% were aged 25 years or more, while 38.3% were aged 19 years or less. This indicates that the recent trend of apprenticeships and traineeships being taken up by more and more older people is continuing.
- About one third (32.1%) of apprentices and trainees commenced a training contract of more than 2 years expected duration at AQF level III or higher.
- Completions are estimated at 66,300, an increase of 11.2% over the previous year. Cancellations plus withdrawals were about the same in number (67,400), up 28.4% over 1998's attritions.

Trends in publicly funded VET

In 1999, training activity and student numbers in Australian publicly funded VET continued to grow. This increase was achieved with little change in total operating expenditures.

Student numbers and patterns of participation

In 1999 almost 1.65 million students were enrolled with training providers in receipt of public VET funds, 111 900 (or 7.3%) more than in 1998, showing an accelerated growth rate over that of 5.3% from 1997 to 1998.

1.61 million students, or 98.0%, were aged 15 to 64, representing 12.7% of Australia's working age population.

Of all VET students in 1999:

- 51.0% were male and 49.0% female
- 21.8% were 15 to 19 years old, 16.4% were 20 to 24, 33.3% of age 25 to 39, and 26.5% fell in the age group of 40 to 64 year olds
- 5.7% were still attending school, and a further 6.7% were recent school leavers (i.e. completed school either in 1998 or 1999)
- 8.7% were studying full-time (i.e. were enrolled in 540 annual hours or more)

Students' characteristics are discussed in more detail in the chapter 'Students' characteristics' of this publication.

In this publication all male and female student numbers and annual hours, as well as student numbers and annual hours by age, have been distributed pro rata for each State/Territory to take into account a small amount of unknown data. Small percentage changes from year to year for total provision should not be regarded as material.

Population figures are cited from the following sources: *Australia demographic statistics, September quarter 1999*, ABS catalogue number 3101.0, 30 June estimates, and *Population by age and sex, Australian States and Territories, June 1998 to June 1999*, ABS catalogue number 3201.0.

Annual hours

Annual hours are used as a measure of total delivery. They are based on nominal hours for each subject (module or unit of competency) when the subject is undertaken in standard, supervised delivery mode, although some students undertake subjects in self-paced learning, flexible-delivery, on-line or remote-access modes.

- In 1999, annual hours increased by 5.8% compared to 1998 (from 312.8 million to 331.1 million), a higher growth compared to the 3.5% increase that occurred from 1997 to 1998. In the two years from 1997 to 1999, the annual hours increased by 28.9 million (from 302.2 million in 1997 to 331.1 million in 1999) at an annual growth rate of approximately 3.1%.
- Successful subject completions totalled 66.4% of all annual hours (219.7 million).
- The average number of training hours per student slightly decreased. In 1999 VET students averaged 201 hours each, 3 hours, or 1.5%, less than in 1998 (204 hours each).
- In 1999, males accounted for 52.2% of annual hours, females for 47.8%. As in previous years, average hours per male student were higher than for females (206 and 196 hours, respectively).

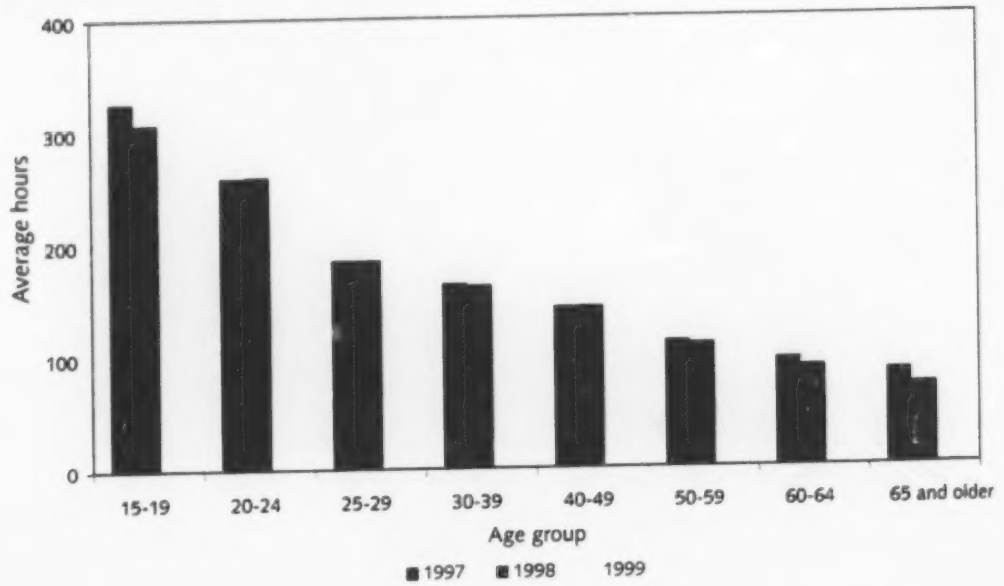
Table 1: Per cent of students and annual hours by age groups, 1997 to 1999

	1997		1998		1999	
Age	Students	Annual hours	Students	Annual hours	Students	Annual hours
14 and under	0.4	0.2	0.5	0.2	0.4	0.2
15-19	19.9	31.4	21.3	32.2	21.8	32.7
20-24	17.9	22.4	16.9	21.7	16.4	21.0
25-29	12.9	11.6	12.6	11.5	12.3	11.3
30-39	22.5	17.9	21.7	17.4	21.0	17.0
40-49	16.7	11.5	16.6	11.7	16.9	12.0
50-59	7.2	3.9	7.6	4.1	8.1	4.5
60-64	1.2	0.6	1.3	0.6	1.5	0.6
65 and older	1.3	0.5	1.4	0.5	1.6	0.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1,458.6	302,199.6	1,535.2	312,776.8	1,647.2	331,071.1

Young students undertook more hours than older students:

- 15 to 19 year olds, who made up 21.8% of all VET students in 1999, accounted for 32.7% of the annual hours (table 1).
- The average annual hours per student decrease with age, from 302 hours for 15 to 19 year olds down to 85 hours for students aged 60 to 64 (figure 1).

Figure 1: Average annual hours per VET student by age group, 1997 to 1999



Different patterns in VET activity, described in terms of annual hours, can also be observed across different geographic regions.

- Students from metropolitan areas, on average, undertake more annual hours each than students from rural and remote areas. In 1999, students living in capital cities averaged 218 hours each, students from other metropolitan regions 208 hours, whereas students from rural and remote areas undertook averages of respectively 169 and 146 hours each.
- Overseas students undertake far more annual hours than other VET students. In 1999 students from outside Australia averaged 533 hours each, a notable decrease over 1998 (552 hours).
- The distance between a student's place of residence and place of training affects the training load per student. Students living further than 50 kilometres away from their training providers averaged 172 hours each, 29 hours, or 15%, less than students who reside within 20 kilometres of their place of training.

Courses – field of study and qualification level

VET students often enrol in courses that are part of different fields of study. Table 2 contains information on the students and annual hours by the field of study of the *major* course undertaken by the students. In 1999 the following fields of study were most popular among VET students:

- *Business, administration and economics* which attracted 21.0% of VET students who chose their major course in this field and accounted for 20.1% of annual hours
- *Engineering and surveying*, with 13.5% of students and 15.5% of annual hours
- *Services, hospitality and transportation*, with 13.1% of students and 13.8% of annual hours

The number of hours undertaken by individual students varies quite significantly across different fields of study:

- Students who undertook their major course in the *Architecture and building* or *Veterinary science and animal care fields* of study averaged more than twice the hours of students enrolled in the *Education* field of study (table 2).

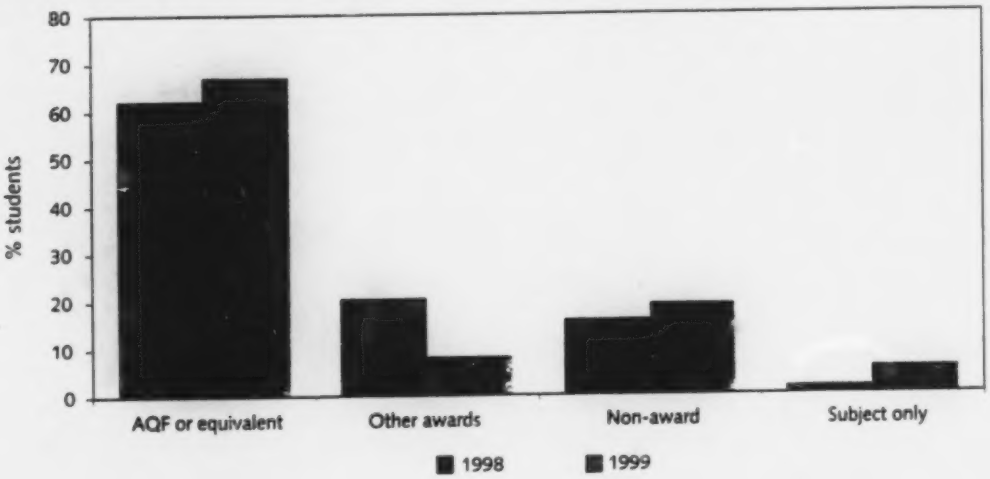
Table 2: Per cent of VET students and annual hours, and average hours per student by field of study of major course in 1998 and 1999

Field of study	1998 Students	1998 Annual hours	1998 Average hours	1999 Students	1999 Annual hours	1999 Average hours
Land and marine resources, animal husbandry	**6.1**	**4.9**	**163**	**5.1**	**4.7**	**186**
Architecture, building	5.1	6.4	255	5.1	6.4	253
Art, humanities and social sciences	7.1	8.2	235	7.1	8.2	231
Business, administration, economics	20.2	20.4	206	21.0	20.1	193
Education	2.3	1.2	111	2.2	1.4	123
Engineering, surveying	14.0	16.4	237	13.5	15.5	232
Health, community services	8.6	9.1	217	8.7	9.3	214
Law, legal studies	0.6	0.6	213	0.6	0.6	214
Science	6.8	5.0	151	5.8	5.5	191
Veterinary science, animal care	0.2	0.2	273	0.2	0.2	252
Services, hospitality, transportation	11.7	12.7	223	13.1	13.8	211
VET multi-field education	15.8	14.6	188	11.9	13.0	221
Subject only – no course	1.5	0.1	16	5.7	1.1	40
Total	**100.0**	**100.0**	**204**	**100.0**	**100.0**	**201**
Total ('000)	**1,535.2**	**312,776.8**	-	**1,647.2**	**331,071.1**	-

Over two thirds of students (67.1%, or 1 104 800) undertook an AQF or equivalent qualification as their major course accounting for 90.1% of annual hours. Over 1998 this represents an increase of 12.1% in student numbers and 8.4% in annual hours (figure 2).

Of all VET students in 1999, 8.2% (or 135 400) students undertook courses leading to other recognised awards, a much lower percentage than the previous year (20.5%, or 314 900 students)[1]. A further 19.0% (or 313 600) students were enrolled in non-award courses, a figure comparable to the one in the previous year, when 15.8% (or 243 000) students undertook non-award courses (figure 2).

Figure 2: Per cent of VET students by qualification of major course, 1998 and 1999



Of the students who undertook an AQF or equivalent qualification as their major course, 29.3% undertook AQF certificate III or equivalent, 23.7% AQF certificate II, 18.2% AQF diploma or higher, and 15.1% AQF certificate IV or equivalent (table 3). This pattern is broadly consistent with the previous year, however, notably less students were enrolled in AQF I courses in 1999 than in 1998.

Table 3 Per cent of students enrolled in major AQF or equivalent courses, and annual hours by qualification, 1998 and 1999

	Students		Annual hours	
AQF level	1998	1999	1998	1999
Diploma and above	**18.2**	**18.2**	**25.3**	**27.5**
Certificate IV or equivalent	14.8	15.1	14.6	14.7
Certificate III or equivalent	26.8	29.3	25.6	28.9
Certificate II	20.0	23.7	17.5	18.5
AQF-level not known	9.8	5.2	7.5	4.1
Certificate I	10.0	8.2	8.8	5.9
Senior secondary	0.5	0.3	0.7	0.4
Total	**100.0**	**100.0**	**100.0**	**100.0**
Total ('000)	**954.0**	**1,104.9**	**263,730.3**	**298,435.6**
% of total VET	**64.2**	**67.1**	**88.0**	**90.1**

[1] With the introduction of release 3.0 of the AVETMIS Standard in 1999 some qualifications that were reported in 1998, for instance the Certificate of Competency, have been dropped. Therefore caution should be exercised when interpreting the above result.

Subjects – area of learning and number of subjects undertaken

In 1999, the total number of enrolments in VET subjects (modules and units of competency) reached 11.64 million, an increase of 8.7% from 10.71 million in 1998.

The public VET sector offers subjects in 13 different areas of learning amongst which the most popular was *Administration, business, economics and law* accounting for 19.0% of all hours of training. This was followed by subjects in *Social, educational and employment skills*, with 14.2% of all hours, *Engineering and processing* with 13.1%, and *Mathematics and computing* , with 11.3% of all hours (table 4).

Table 4: Per cent of students, subject enrolments and annual hours by area of learning, 1999

Area of learning:	Students	Subject enrolments	Annual hours
Humanities	25.8	6.6	7.4
Social studies	3.5	1.1	1.7
Education	5.3	1.5	1.4
Sciences	9.3	2.5	2.6
Mathematics, computing	30.9	13.5	11.3
Visual/performing arts	4.9	2.9	4.6
Engineering, processing	18.3	11.0	13.1
Health sciences	26.3	10.1	7.5
Administration, business, economics, law	34.7	20.6	19.0
Built environment	6.2	4.4	5.4
Agriculture, renewable resources	6.5	4.7	3.9
Hospitality, tourism and personal services	14.5	9.3	7.9
Social, educational and employment skills	34.8	11.7	14.2
Total	**(a)**	**100.0**	**100.0**
Total ('000)	**1,647.2**	**11,640.8**	**331,071.1**

(a) Students can be enrolled in more than one area of learning. Hence the percentages shown in the 'students' column sum to more than 100.0.

A high degree of modularisation is an important feature of the Australian VET sector. A large number of students undertake relatively few subjects or a small number of hours in a year. In 1999 more than half (56.5%) of VET students enrolled in four or less subjects and almost half (49.1%) of students undertook less than 100 annual hours (table 5).

Other features of training activity include (table 5):

- 43.5% of students undertook only one or two subjects in the year. Annual hours for this group made up less than one in eleven (8.8%) of all annual hours.
- More than one fifth of students (21.1%) were enrolled in more than ten subjects. These students undertook more than half of all annual hours (52.4%).
- Students in vocational programs averaged 201 hours of training each in 1999. However, there is considerable variation around this average.
- Of the VET students, more than one third (35.8%) enrolled in less than 50 hours of training. However, this group accounted for a very small proportion of annual hours (3.6%).
- A relatively small percentage of students (8.7%) were 'full-time' students (i.e., students who were enrolled in more than 540 annual hours). This group accounted for a significant amount of annual hours (33.3% of the total). Full-time students will be discussed in more detail later in this publication.

Each year a small number of students enrol with VET providers for the purpose of obtaining status or credit through recognition of prior learning (RPL) or credit transfer arrangements and undertake no other training. In 1999, this group accounted for less than one per cent of students but almost six percent of annual hours (table 5).

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Table 5: Per cent of students and annual hours by number of subject enrolments per student and student load, 1999

	Students	Annual hours
Number of subject enrolments per student		
1 to 2	43.5	8.8
3 to 4	13.0	7.8
5 to 7	11.9	11.5
8 to 10	9.6	13.5
11 to 15	9.3	17.5
16 or more	11.8	35.0
RPL/Credit transfer only students	0.9	5.9
Total	**100.0**	**100.0**
Total ('000)	**1,647.2**	**331,071.1**
Student load		
Less than 50 hours	35.8	3.6
50 to 99 hours	13.2	4.6
100 to 199 hours	15.3	10.7
200 to 539 hours	26.0	42.0
540 or more hours	8.7	33.3
RPL or Credit transfer	0.9	5.9
Total	**100.0**	**100.0**
Total ('000)	**1,647.2**	**331,071.1**

Training packages – new feature of the 1999 VET system

In 1999, Australia's states and territories started to implement the National Training Framework, which is designed to make Australia's national training arrangements more simple and flexible, and to meet industry's demand for high quality, nationally portable outcomes and flexible, responsive delivery. Within this new framework, the focus has been on the expansion of training package coverage to ensure training packages provide maximum cross industry flexibility and improved arrangements to support better articulation through education and training.

The national VET data collection therefore for the first time contains information on almost forty training packages (table 6):

- Training activity associated with national training packages involved 9.0% (149 500) of all VET students.
- More females (59.2%) enrolled in training packages than males (40.8%).
- Of all students enrolled in training packages, the highest percentage (40.2%) undertook AQF certificate II or equivalent as their major qualification, 38.3% undertook AQF certificate III or equivalent, and further 11.8% were enrolled in AQF certificate IV or equivalent.
- Training packages accounted for 37.1 million annual hours (11.3 % of total hours) and for over one million units of competency.

Table 6 1999 training package summary (per cent)

	Students	Annual hours	Qualifications completed and issued	Units of competency attained
Students' sex				
Male	40.8	38.2	35.7	35.0
Female	59.2	61.8	64.3	65.0
Total	**100.0**	**100.0**	**100.0**	**100.0**
Total ('000)	**149.5**	**37,116.4**	**19.7**	**1,051.7**
Course qualification level				
AQF diploma or higher	4.3	6.4	2.1	6.2
AQF certificate IV	11.8	10.1	10.7	8.6
AQF certificate III	38.3	41.4	28.4	41.3
AQF certificate II	40.2	38.5	48.6	39.7
AQF certificate I	5.4	3.6	10.1	4.2
Total	**100.0**	**100.0**	**100.0**	**100.0**
Total ('000)	**149.5**	**37,116.4**	**19.7**	**1,051.7**

- As a result of training activity associated with training packages, some 19 700 qualifications were completed and issued in 1999. Almost half of these qualifications (48.6%) were at AQF level III or equivalent.
- Of all qualifications within the training packages, AQF certificate III accounted for the highest percentages of annual hours (41.4%) and units of competency attained (41.3%), followed by AQF certificate II, with 38.5 % of annual hours and 39.7% of units of competency.
- Of all units of competency attained as part of the training packages, the largest number (335 700 or 34.8%) belonged to the *Hospitality industry* parent training package; the next largest number of units of competency (316 000 or 32.8%) were associated with the *Administration* training package. A further 5.7% were undertaken as separate subjects, which were not part of any parent training package (table 7).

1999 was the first full year of training packages implementation. In future years, training package activity reported in the national data collection is expected to increase.

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Table 7 Units of competency attained by parent training package*

Parent training package	Units of competency attained ('000)	Units of competency attained (%)
Administration	**316.0**	**32.8**
Aeroskills	0.1	0.0
Agriculture	29.7	3.1
Assessment and workplace training	29.6	3.1
Asset maintenance	2.4	0.2
Asset security	18.0	1.9
Australian meat industry	15.7	1.6
Automotive industry retail service and repair	3.6	0.4
Black coal	0.6	0.1
Chemical, hydrocarbons and oil refining	0.1	0.0
Civil construction	1.4	0.1
Community services	8.7	0.9
Correctional services	0.4	0.0
Entertainment industry	0.5	0.0
Extractive industry	0.3	0.0
Finance (superseded by financial services)	(a)	0.0
Financial services	(a)	0.0
Food processing industry	16.2	1.7
Forest and forest products industry	0.2	0.0
General construction	6.2	0.6
Horticulture	19.0	2.0
Hospitality industry	335.7	34.8
Information technology	3.7	0.4
Manufactured mineral products	0.1	0.0
Metal and engineering industry	17.8	1.9
Metalliferous mining	0.1	0.0
Museum and library/information services	0.1	0.0
National beauty	(a)	0.0
National sport industry	(a)	0.0
Printing and graphic arts	0.4	0.0
Pulp and paper manufacturing industries	(a)	0.0
Racing industry	0.2	0.0
Retail	52.1	5.4
Service technician portable fire equipment (Chubb fire)	0.1	0.0
Telecommunications industry technical	2.4	0.2
Textiles, clothing and footwear	(a)	0.0
Tourism	8.8	0.9
Transport and distribution	17.8	1.8
Veterinary nursing	0.3	0.0
No parent training package	54.9	5.7
Total	**963.3**	**100.0**

(a) represents figures in the range from 1 to 49

*In this table units of competency are counted under their parent training package. However, because of the flexibility available, in some cases students may be undertaking a unit of competency while being enrolled in a training package other than the parent training package

Skills acquisition in VET – VET outputs

Vocational education and training contributes to Australia's skills pool and labour mobility. The national data collection contains information on VET outputs such as:

- Successfully completed subjects (modules or units of competency)
- Status or credit granted through recognition of prior learning (RPL) or credit transfer arrangements
- Qualifications issued for successfully completed courses.

Even though these output measures provide some insight into the skills acquisition within Australia's VET system, they should be interpreted with caution. Some students leave the VET system after having achieved outcomes that meet their personal goals. For instance, some unemployed students withdraw from their VET courses to take up employment. However, these outcomes are not necessarily recorded as successful outcomes in provider management information systems such as AVETMIS.

Successfully completed subjects

Successful completions made up about two-thirds of training activity (68.4% of subject enrolments and 66.3% of annual hours, table 8):

- 60.6% of subject enrolments and 58.9% of annual hours were reported as 'passed'. These figures have remained essentially unchanged over the past two years.
- 5.3% of subject enrolments and 5.0% of annual hours resulted in unassessed satisfactory completions.
- Credits through recognition of prior learning were granted for 2.5% of subject enrolments and 2.4% of annual hours.

Table 8: Per cent of students, enrolments and annual hours by subject outcome, 1997 to 1999

	1997			1998			1999		
Subject outcomes	Students	Subject enrolments	Annual hours	Students	Subject enrolments	Annual hours	Students	Subject enrolments	Annual hours
Assessed – pass	**59.0**	**59.2**	**57.2**	**60.6**	**59.2**	**57.0**	**63.8**	**60.6**	**58.9**
Assessed – fail	10.2	4.9	5.3	15.6	7.6	8.4	17.9	8.9	10.3
Not assessed – not completed (a)	5.0	2.2	2.3	1.6	0.5	0.5	1.2	0.4	0.6
Satisfactorily completed class hours	18.6	5.7	6.9	18.1	4.8	5.6	22.5	5.3	5.0
Not assessed – continuing studies	8.9	5.0	5.3	10.9	8.1	7.7	8.9	7.1	6.8
Recognition of prior learning	3.5	2.3	2.1	3.9	2.6	2.5	4.0	2.5	2.4
Credit transfer	3.2	3.3	3.0	3.1	3.3	3.2	3.2	3.9	3.4
Withdrawal	15.7	8.8	10.4	15.3	8.1	9.6	15.9	8.4	9.9
Outcome not reported	20.0	8.7	7.5	15.7	5.9	5.5	6.4	3.0	2.6
Total	**(b)**	**100.0**	**100.0**	**(b)**	**100.0**	**100.0**	**(b)**	**100.0**	**100.0**
Total ('000)	**1,458.6**	**9,880.7**	**302,199.6**	**1,535.2**	**10,706.1**	**312,776.8**	**1,647.2**	**11,640.8**	**331,071.1**

Notes:
(a) For 1997 and 1998 this row shows training activity in the qualification category "Assessed – result withheld".
(b) Some students have results in more than one subject outcome category. Hence the percentages shown in the 'students' column add to more than 100.

More than 1.3 million, or 80.0% of all VET students, successfully completed at least one subject in 1999. This represents an increase of 18.6% over 1998 when slightly more than 1.1 million students completed at least one subject successfully. The hours associated with successfully completed subjects totalled 211.7 million, or 67.9% of all annual hours (excluding RPL and credit transfer, table 9), up 15.9 million hours, or 8.1% over 1998.

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- Almost half (47.6%) of the students who in 1999 successfully completed at least one subject completed either one or two subjects. They accounted for 11.5% of all successfully completed hours (table 9).
- Students who completed more than ten subjects represented less than one fifth (17.2%) of all successful completers, however, they accounted for more than half (50.2%) of all successfully completed annual hours in 1999 (table 9).

Table 9: Per cent of students and annual hours by subject completions per student, 1998 and 1999

	1998		1999	
Number of successfully completed subjects	Students	Annual hours	Students	Annual hours
1 to 2	45.2	11.7	47.6	11.5
3 to 4	14.1	9.4	13.6	9.3
5 to 7	12.9	14.0	12.4	13.8
8 to 10	9.6	15.1	9.1	15.2
11 to 15	8.0	17.0	8.2	18.3
16 or more	10.1	32.9	9.0	31.9
Total	**100.0**	**100.0**	**100.0**	**100.0**
Total ('000)	**1,111.3**	**195,754.0**	**1,318.1**	**211,690.1**

Successful completions by individual students

The total number of successful completions and successfully completed training hours give a broad indication of the success in assessable training of all VET students. However, it is also interesting to look at success from the standpoint of an individual student.

In 1999, 59.0% of students successfully completed nearly all (more than 95%) of their subjects (excluding credit transfer, figure 3). Similarly, 59.4% of students completed nearly all of their training hours (figure 4). Less than one in five students completed almost none (less than five percent) of their training (figures 3 and 4). This indicates that a large proportion of students are successful in their assessable and non-assessable VET endeavours.

Figure 3: Distribution of VET students over percentage of subject enrolments successfully completed by individual student, 1999

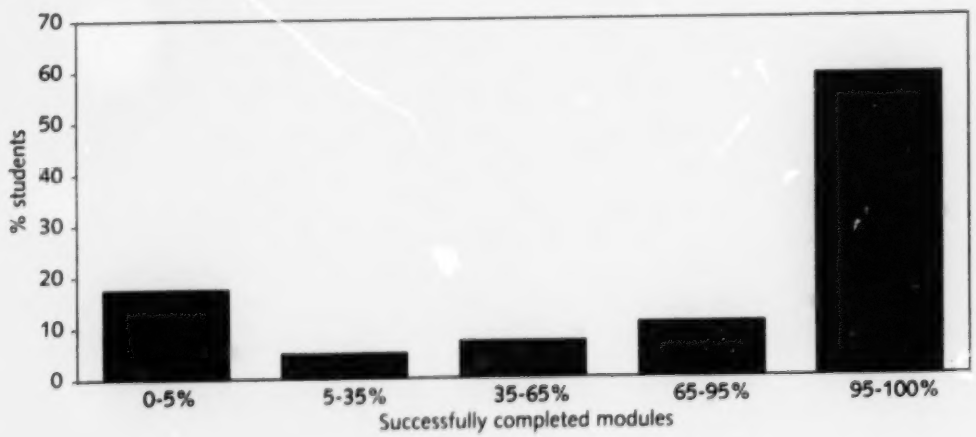
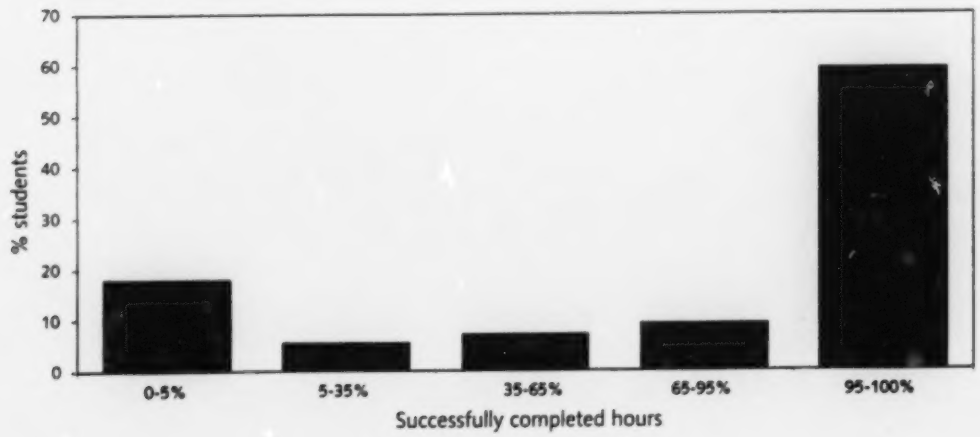


Figure 4: Distribution of VET students over percentage of training hours successfully completed by individual student, 1999



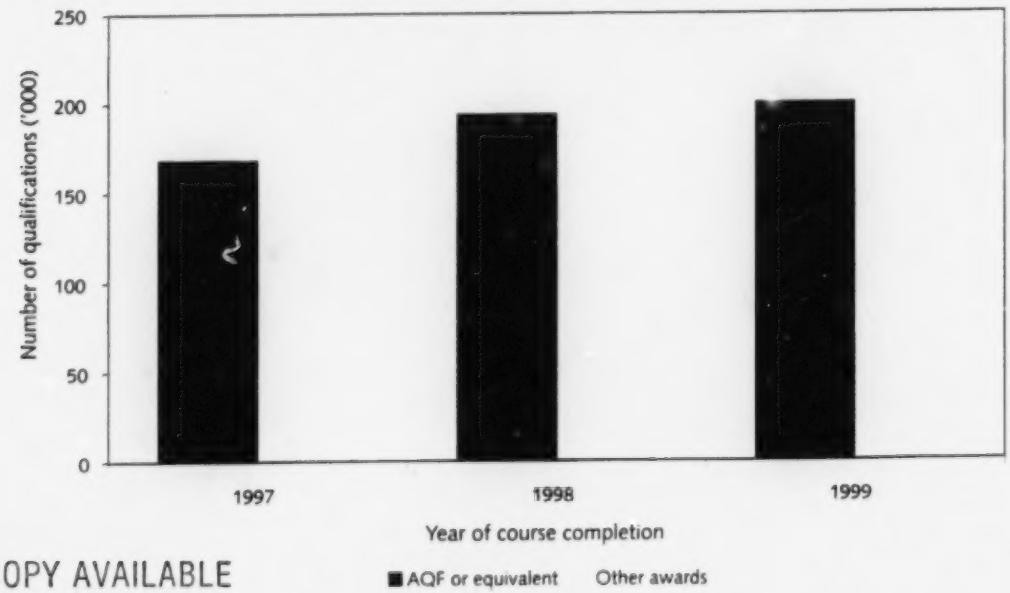
Qualifications issued

The national VET data collection contains some information about qualifications that have been issued by VET providers in receipt of public funds. This does not as yet provide a full measure of successfully completed courses or of qualification eligibility.

Reporting of qualifications issued

Owing to variations in business practices among States and Territories, information about qualifications attained is incomplete. The data provided in this publication refer only to the qualifications which have been issued by the awarding authority and taken out by the student. To address this problem area, the Australian National Training Authority (ANTA) has initiated certain measures.

Figure 5: Qualifications issued, by year of completion and qualification category, 1997 to 1999



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An estimated 270 400 qualifications have been awarded in 1999 representing a decrease of 22.4% over 1998 and 14.0% over 1997. This drop most likely can be attributed to the change in the VET reporting standard.

- Almost three-quarters of the qualifications issued are recognised under the Australian Qualification Framework (AQF) or are equivalent to AQF qualifications (figure 5). Of those, qualifications at level III, or equivalent, make up the largest group (almost 30%, table 10).
- As a result of the transition to the Australian Qualification Framework, the number of qualifications issued and classified under AQF has significantly grown over the past two years (table 10). In particular,
  - The number of AQF-II level qualifications rose from 33 400 in 1997 at an annual growth rate of around 29% to an estimated 55 200 in 1999;
  - The number of AQF-I level qualifications increased from 13 400 in 1997 to an estimated 22 600 in 1999, which corresponds to an annual growth of around 30%.
  - The number of AQF-III level qualifications grew from 44 500 in 1997 at an annual rate of around 15% to an estimated 58 600 in 1999.

Table 10: Per cent of awarded AQF (or equivalent) qualifications by year of completion

AQF Qualifications issued	1997	1998	1999
Senior secondary	0.0	0.1	0.0
Certificate I	7.9	9.3	11.3
Certificate II	19.8	25.3	27.6
Certificate III or equivalent	26.4	26.7	29.2
Certificate IV or equivalent	16.2	16.2	15.1
Diploma and above	14.2	12.0	11.6
Level not known	15.4	10.4	5.2
Total	100.0	100.0	100.0
AQF-total ('000)	168.8	194.2	200.4

Resources – operating revenues, operating expenses and financial position

1999 is the third year of reporting on an accrual basis. The transition from reporting on a cash basis to an accrual basis has been accomplished smoothly and has resulted in significant enhancements to the information available about the resourcing of the publicly-funded VET sector. The information extracted from the accrual-based statements prepared by the States, Territories and ANTA, includes:

- revenues and expenses (to show financial performance)
- assets and liabilities (to show financial position)
- cash flows (to show how activities are financed)

The 1999 collection also marks the introduction of audits of key pieces of information. The audited data will provide additional assurance on the consistent adoption of the requirements of the AVETMIS Standard by States and Territories and the quality of the reported data.

The audited data covers total operating expenses, fee for service revenue, ancillary trading revenue, revenue from student fees and charges, other operating revenue, government revenue from Commonwealth specific purpose programs and expenditures on staff redundancies.

The Australian VET system is a multi-billion dollar industry. In 1999, the recurrent operating expenditures of the publicly-funded sector of the system totalled $3 939 million (table 12). The private part of the sector is believed to be of similar size.

The 1999 operating expenditures of the publicly-funded VET system generated over 331 million hours of training activity and involved 1.65 million students. Nationally, the average expenditure on training using the full accrual figures was more than eleven dollars ($11.30) per hour and $2 280 per VET student[2].

Table 11: Per cent of operating revenues by revenue classification

Operating revenues	1997	1998[3]	1999
State/Territory government	56.1	58.8	59.3
Commonwealth government	25.0	23.2	22.1
Fee-for-service activity	9.3	8.7	9.1
Ancillary trading and other activity	5.5	5.2	5.2
Student fees and charges	4.1	4.1	4.3
Total	**100.0**	**100.0**	**100.0**
Total ($'000,000)	**3,787.1**	**3,727.1**	**3,751.2**

Table 12: Per cent of operating expenditures by expenditure category

Operating expenditures	1997	1998[3]	1999
Employee cost	62.1	61.8	60.9
Supplies and services	22.6	22.3	21.8
Payments to non-TAFE providers for VET delivery	4.4	5.5	6.4
Grants and subsidies	5.0	4.5	4.9
Depreciation and amortisation	5.8	5.9	6.1
Total	**100.0**	**100.0**	**100.0**
Total ($'000,000)	**3,953.6**	**3,949.2**	**3,938.8**

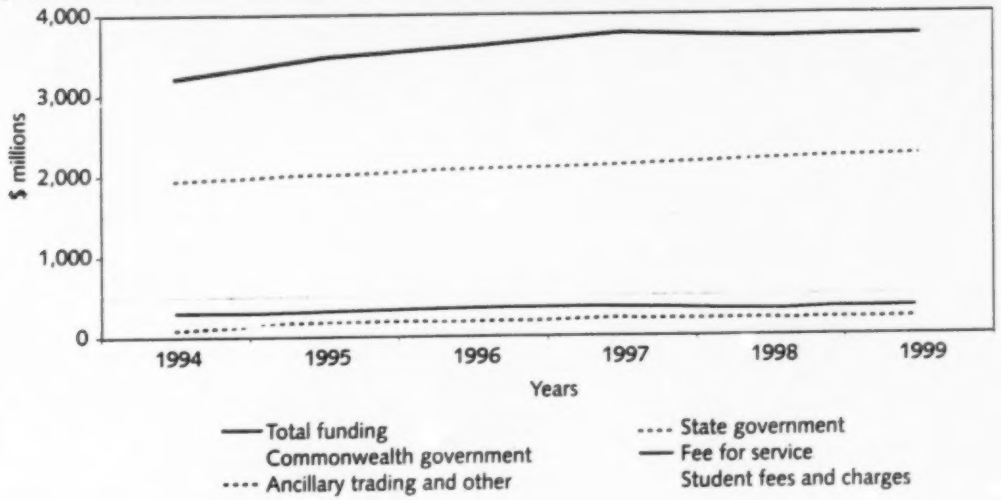
Operating revenues

In the period from 1994 to 1999, operating revenues have risen by almost $640 million (20.5%), corresponding to an annual growth rate of about 3.0%. Revenues from government have contributed about $460 million (71.6%) towards this increase. There have also been significant increases in revenue from fee-for-service operations of more than $38 million (6.0%). Fee-for-service operations represent 9.1% of total revenue in 1999 compared to 9.8% in 1994. Figure 6 details operating revenues from 1994 to 1999.

[2] At the present time DETYA payments made directly to some providers, and the operating costs of the DETYA VET division, are not included in the national total from which these averages are calculated.

[3] Revised figures for 1998.

Figure 6: Operating revenues in $ millions by revenue classification, 1994 to 1999



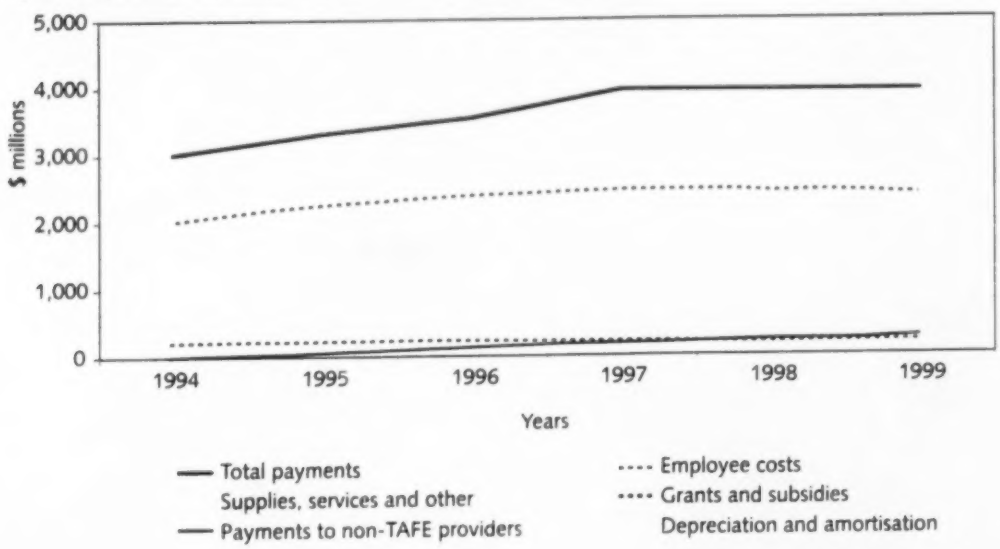
Operating expenditures

Operating expenditures in 1999 totalled $3.94 billion, a marginal decrease of 0.3% on 1998. The major components of expenditure are (table12):

- Employee costs, the largest single component of expenditure, which represent 60.9% of the total in 1999 similar to 61.8% in 1998. However, employee costs as a percentage of total costs are continuing to fall from a high of 68.4% in 1994 to the present level of 60.9%.
- Supplies, services and other categories which represent 21.8% of total expenditure in 1999. As with employee costs, supplies, services and other as a percentage of total costs are continuing to fall from a high of 25.0% in 1994 to the present level of 21.8%.

Although the longer trend is one of growth there has been a slowing down in the rate of growth in 1999 (figure 7), in line with the growth in the private provider market. In the six years 1994 to 1999 operating expenditures have risen by $951 million (31.8%). An important component of this increase is an increase of $252 million (26.4% of the total increase) in payments to non-TAFE providers to deliver VET programs.

Figure 7: Operating expenditures in $ millions by category, 1994 to 1999



Financial position

The VET sector's net assets (total assets less liabilities) as at 31 December 1999 were reported as $5 661.9 million. The main asset category is property, plant and equipment ($5 485.1 million), carried at valuation. Land and buildings represent 91.7% of the total property, plant and equipment holdings.

Current assets of $714 million exceed current liabilities of $363 million, indicating that the VET sector is able to meet its liabilities as and when they fall due.

The net assets (total assets less liabilities) of the publicly-funded VET sector in Australia as at the end of 1999 were reported as $5.662 billion, $96 million, or 1.7%, more than at the end of 1998. The main asset category is property, plant and equipment ($5.485 billion), carried at valuation, with land and buildings representing 91.7% of this category.

In prior years the Commonwealth and State and Territory governments have funded capital projects for the purchase of capital, plant and equipment. Accordingly, there is very little debt funding.

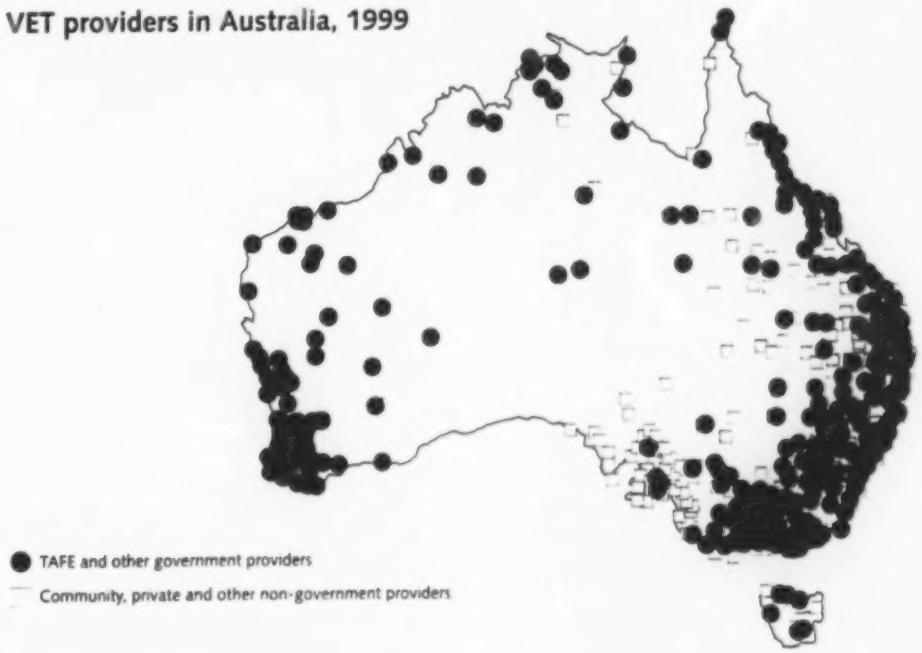
Training providers

A dense network of providers delivers publicly funded VET. In 1999,

- 85 TAFE colleges and other government providers, at 1 130 different locations
- 1 075 community centres
- almost 2 500 other providers (mainly private providers in receipt of public funds)

provided training within the publicly funded VET sector. These providers spread throughout all capital cities and metropolitan centres, and the vast majority of towns across Australia:

VET providers in Australia, 1999



- TAFE and other government providers continue as Australia's most significant providers of VET. In 1999, they delivered training to 74.8% of the VET students and accounted for 84.6% of the annual hours. These are slightly lower proportions than in 1998, when TAFE and other government providers accounted for 75.0% of students and 86.4% annual hours.
- Community providers are Australia's most important providers of recreation, leisure and personal enrichment programs. However, they also play a significant role in the delivery of VET. In 1999, 14.3% of the VET students undertook their training with community providers accounting for 3.5% of the annual hours. This compares with 1998, when community providers delivered training to 15.2% of students and accounted for the same 3.5% of hours.
- Other registered providers delivered training to 10.9% of VET students, a 9.8% increase on 1998, and accounted for 11.9% of annual hours, also an increase on 1998, by 10.2%. In line with national objectives, delivery by other registered providers, including private providers in receipt of public funds, has increased significantly in the last few years. Since 1998, other registered providers experienced an 18.8% increase in student numbers and a 24.2% increase in annual hours.

The geographic distribution of students enrolled with the three provider groups in 1999 was rather even (table 13). However,

Table 13: Per cent of students and annual hours, by training provider type and geographic region, 1999

Geographic region	TAFE and other government		Community providers		Other registered providers		Total		Australian population
	students	hours	students	hours	students	hours	students	hours	persons
Capital city	57.5	62.1	57.6	63.1	59.2	63.7	57.7	62.3	64.1
Other metro	7.2	7.4	6.1	4.4	7.5	7.4	7.1	7.3	7.5
Rural	30.1	25.4	35.6	31.9	28.0	25.9	30.7	25.7	25.5
Remote	4.2	2.8	0.6	0.5	5.2	3.0	3.8	2.8	2.9
Outside Australia	1.0	2.3	0.0	0.1	0.0	0.0	0.7	2.0	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1,232.3	279,940.5	235.8	11,660.8	179.1	39,469.7	1,647.2	331,071.1	18,966.8

- Students enrolled with community providers are less likely to live in remote areas than students who are enrolled with TAFE or private providers. Only 0.6% of students enrolled with community providers live in remote areas, whereas of all students enrolled with TAFE and other government providers 4.2% are from remote areas, and of all students enrolled with other registered providers 3.8% live in remote areas.
- Students enrolled with other registered providers are slightly more likely to come from other metropolitan areas than students enrolled with community providers or TAFE providers.

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Student characteristics – 1999

Participation in vocational education and training programs offered by publicly funded training providers has continued to grow steadily, both in absolute student numbers and proportionally to Australia's population (table 14).

Table 14: VET participation in 1997, 1998 and 1999

	1997	1998	1999
Student numbers in VET ('000)	1,458.6	1,535.2	1,647.2
% of Australia's resident population	7.9	8.2	8.7
% of Australia's working age population	11.6	12.0	12.7
Annual hours in VET ('000 000)	302.2	312.8	331.1
Average annual hours per student	207.2	203.7	201.0

- Over the past two years, student numbers increased by 12.9% (or 188 600), from 1.46 million in 1997 to 1.65 million in 1999, corresponding to an annual growth rate of about 6.3%.
- In 1999, 12.7% of Australia's working age population (15 to 64 year olds) undertook some kind of vocational education and training within the publicly funded VET sector, an increase by 1.1 percentage points over 11.6% in 1997.

Age and sex

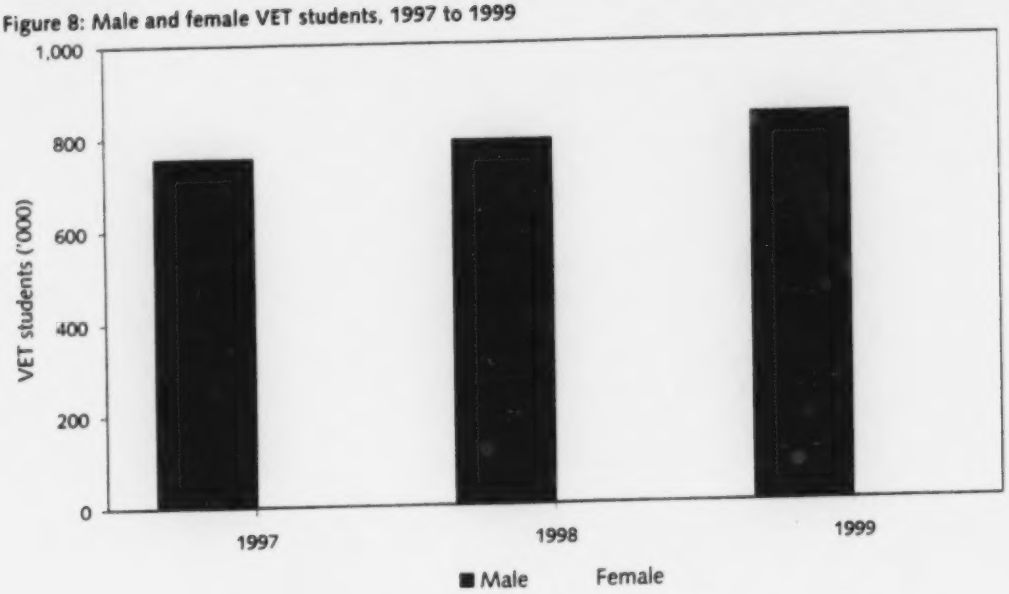
As in previous years, female participation increased at a higher rate than male participation.

- In the years from 1997 to 1999, the number of females increased by 15.1%, from 701 600 to 807 800, while the number of male students increased by 10.9%, from 757 000 to 839 400 (figure 8). This corresponds to a strong annual growth rate of 7.3% for females and 5.3% for males.
- In 1999, females represented 49.0% of all VET students, 0.9 percentage points more than in 1997 (48.1%), while males made up 51.0 % of all students, 0.9 percentage points less than in 1997, see table 15.
- Male students accounted for almost 173.0 million annual hours, or 52.2% of the total, while female students accounted for 158.1 million hours, or 47.8% of all hours (table 15).

Table 15: Per cent of male and female students and annual hours, 1997 to 1999

	1997		1998		1999	
Sex	Students	Annual hours	Students	Annual hours	Students	Annual hours
Males	51.9	52.6	51.5	52.3	51.0	52.2
Females	48.1	47.4	48.5	47.7	49.0	47.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1,458.6	302,199.6	1,535.2	312,776.8	1,647.2	331,071.1

Figure 8: Male and female VET students, 1997 to 1999



Students of all age groups undertake VET.

- However, the median age of the 1999 VET students is significantly lower (28.6 years) than that of the resident population of Australia (33.9 years). However, it is much higher than the median age of apprentices and trainees (20.9 years) and that of university students (21.8 years)[4] in Australia (table 16).
- Young people (15 to 24 year olds) make up 38.2% of 1999 VET students but only 14.2% of Australia's resident population.
- The second largest 10-year age cohort are the 30 to 39 year olds, who account for 21.0% of the 1999 VET students (and 15.4% of Australia's population).

The *median* age is the age at which half of the persons under consideration are older and half are younger.

Table 16: Median ages (years) in post-compulsory education and training, 1998 and 1999

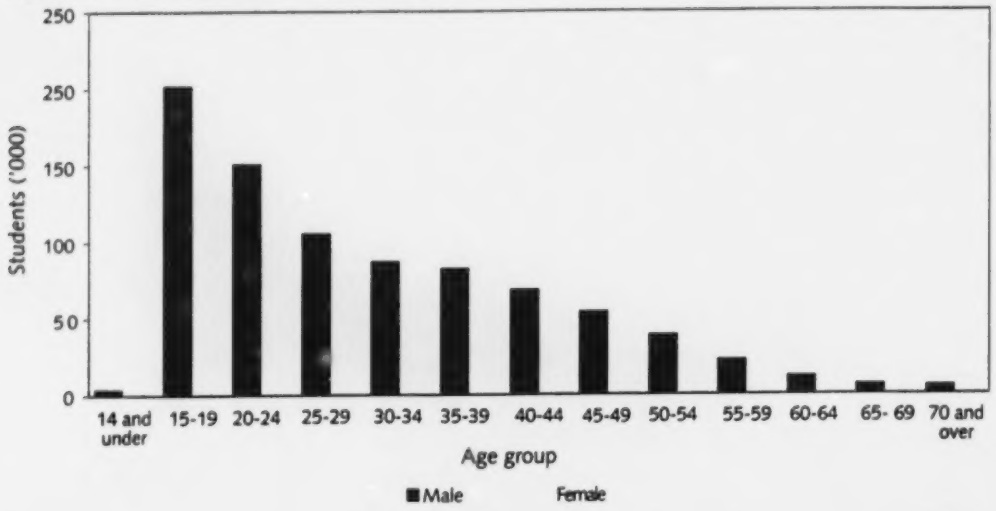
	1998	1999
VET students	28.4	28.6
Students in higher education	21.8	21.8
Apprentices and trainees in training	20.4	20.9
Australian population	33.6	33.9

In 1999, the pattern of male and female participation in VET had the following characteristics (figure 9):

- Male and female participation showed a pronounced peak for the younger age cohort (15-19 year olds), which made up 21.8% of all VET students. This age cohort comprised notably more males (202 000) than females (156 900).
- Other age groups for which male participation was higher than female participation were:
  - 20-24 year olds with 150 800 males and 119 200 females,
  - 25-29 year olds with 105 500 males and 97 300 females, and
  - 30-34 year olds with 87 000 males and 83 300 females.
- In the age cohorts from 35 years onwards, females outnumbered males.

[4] Source: Selected higher education student statistics, 1998, Department of Education, Training and Youth Affairs, 1998.

Figure 9: Male and female VET students by age, 1999



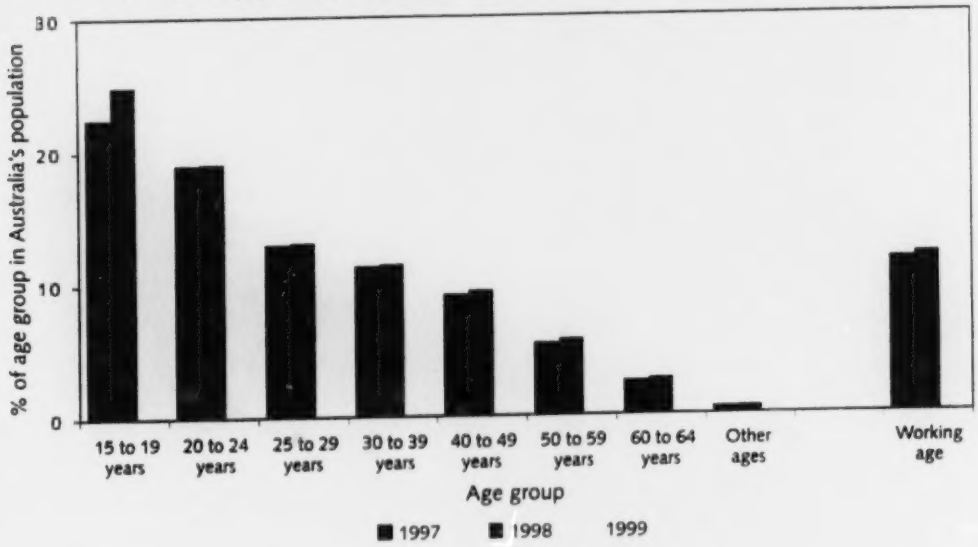
In recent years, VET participation has grown across all age groups both in absolute student numbers and as a proportion of Australia's resident population. The largest increase occurred for teenagers (15 to 19 years old) and for students of older age (50 years or older, table 17).

Table 17: Trend of VET student numbers ('000) by age group, 1996 to 1999

Age group	1996	1997	1998	1999	% change 1998 to 1999	annual growth rate
15 to 19 years	**276.4**	**290.5**	**327.7**	**358.8**	**9.5**	**9.1**
20 to 24 years	251.0	260.5	259.7	269.9	3.9	2.5
25 to 29 years	171.5	188.0	193.4	202.8	4.8	5.7
30 to 39 years	305.5	328.3	333.5	346.2	3.8	4.3
40 to 49 years	216.5	242.9	255.4	278.2	8.9	8.7
50 to 59 years	87.4	105.5	116.8	133.7	14.5	15.2
60 to 64 years	15.6	18.2	20.3	24.3	19.7	16.0
Under 15 and over 64 years	23.5	24.7	28.4	33.2	16.7	12.1
All VET students	**1,347.4**	**1,458.6**	**1,535.2**	**1,647.2**	**7.3**	**6.9**

- In 1999, the number of 15-19 year old VET students increased by 9.5% compared to the previous year,from 327 700 to 358 800. Since 1996, the number of students in this age group grew from 276 400 to 358 800, which corresponds to a strong annual growth of 9.1%, much beyond the average (6.9%).
- In 1999, 26.9% of Australia's 15 to 19 year olds undertook some kind of vocational training, compared to 22.5% in 1997 and 24.9% in 1998 (figure 10).
- The number of 20 to 24 year old students grew by 3.9%, from 259 700 in 1998 to 269 900 in 1999. Over the last three years (1996-1999), students in this age group showed a 2.5% annual growth rate, which is below the growth rate for the whole VET population (6.9%).
- Proportionally to the Australian resident population in the corresponding age group, 20-24 year old VET students experienced a growth from 19.1% in 1998 to 19.8% in 1999.
- In 1999, mature age students experienced a significant growth of 14.5% (for 50-59 year olds) and 19.7% (for 60-64 year olds), representing annual growth rates of 15.2% and 16.0%, respectively, over the last three years (1996-1999).
- Mature age groups also showed a considerable growth as a proportion of Australia's resident population compared to 1998 figures: 50-59 year olds by 10.0% and 60-64 year olds by 16.7%.

Figure 10: VET participation for different age groups as a proportion of the corresponding age cohorts in the Australian population, 1997 to 1999

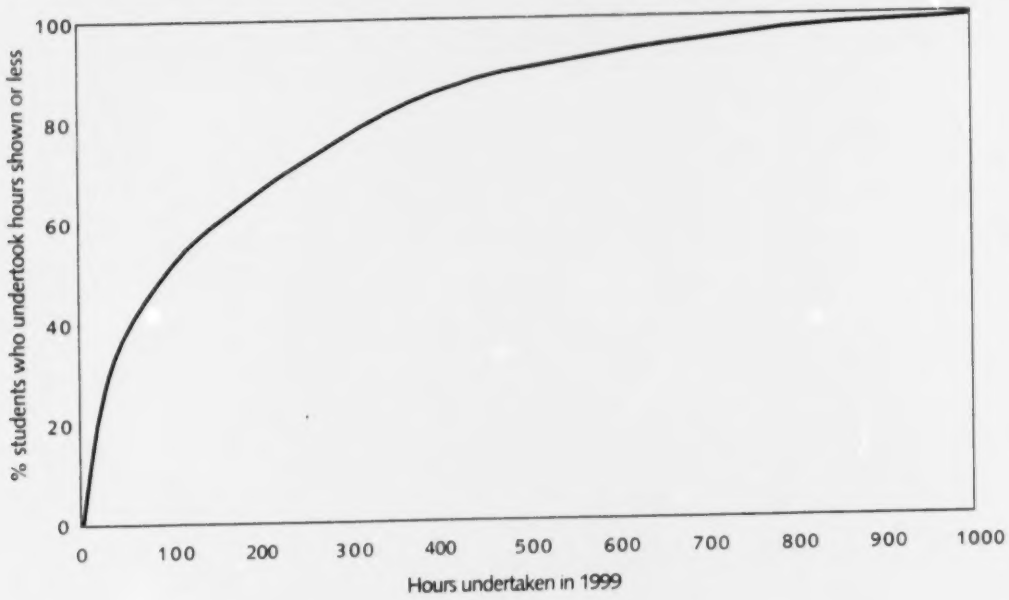


Full-time VET students

Australian vocational education and training is a very flexible system as it allows students to undertake training on a full-time or part-time basis. This section provides information on those students who in 1999 were full-time for all or most of the year, that is, they undertook 540 hours or more. In 1999, these students:

- represented 8.7% of all VET students (figure 11)
- accounted for 33.3% of all annual hours delivered in the public VET sector

Figure 11: Cumulative frequency distribution of 1999 VET students by hours of training



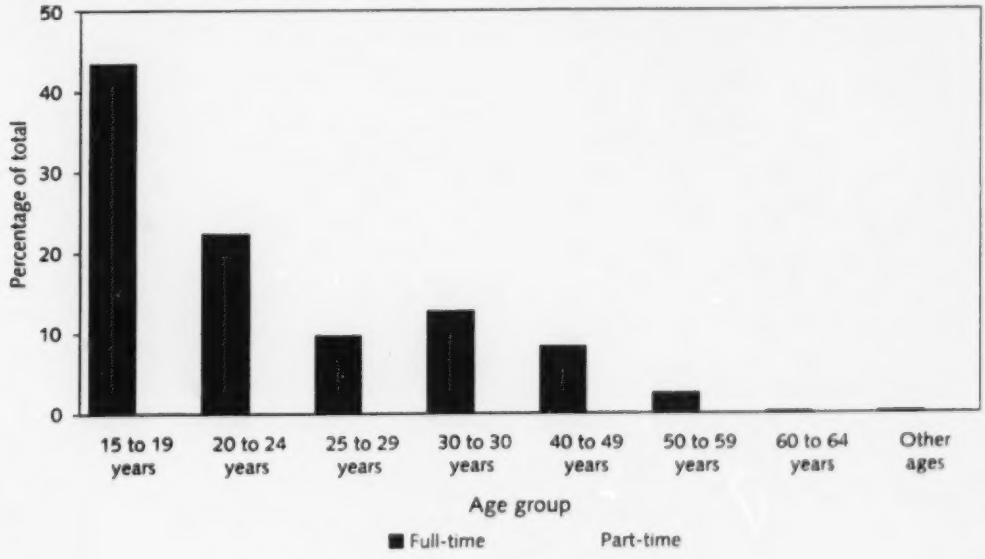
In 1999, the number of full-time students slightly grew after experiencing a slight decrease a year earlier: from 141 300 (or 9.7%) in 1997 down to 140 300 (or 9.1%) in 1998 and then up to 143 800 in 1999.

Full-time VET students have some different characteristics compared to other students (i.e., those who undertake less than 540 hours of training per year). Full-time students are more likely to be young, unemployed, and live in metropolitan areas or come from overseas.

In 1999:

- About half (49.0%) of the full-time students were female.
- 89.6% of the full-time students were enrolled with TAFE or other government training institutes, 9.0% with other registered providers, including private providers in receipt of public funds, and 1.5% with community providers. In comparison, students who were not full-time comprised 73.4% TAFE students, 15.5% students enrolled with community providers and 11.1% enrolled with other registered providers.
- 33.0% of all full-time students undertook training in Victoria, 27.7% in NSW, and 17.9% in Queensland.
- Of all states and territories, the ACT had the highest proportion of full-time students (14.5% of all VET students in the ACT), while the Northern Territory and South Australia had the lowest (7.1% and 6.9%, respectively).
- Young people (15 to 24 year olds) made up 65.9% of all full-time students but only 35.5% of part-time students (figure 12).
- 69.1% of full-time students lived in metropolitan areas, 24.3% in rural and remote areas, 1.4 % lived interstate, and 3.7% came from overseas. The pattern was very similar for part-time students, of whom 61.8% lived in the metropolitan areas, 32.9% in rural and remote areas, 2.5% interstate, and 0.4% came from overseas.
- Of those full-time students who provided information on their employment status, 37.7% were working, 26.6% were unemployed, and a further 18.8% not in the labour force. This contrasts with the part-time students, of whom 50.7% were employed.

Figure 12: Full-time students in the publicly funded VET sector by age group, 1999



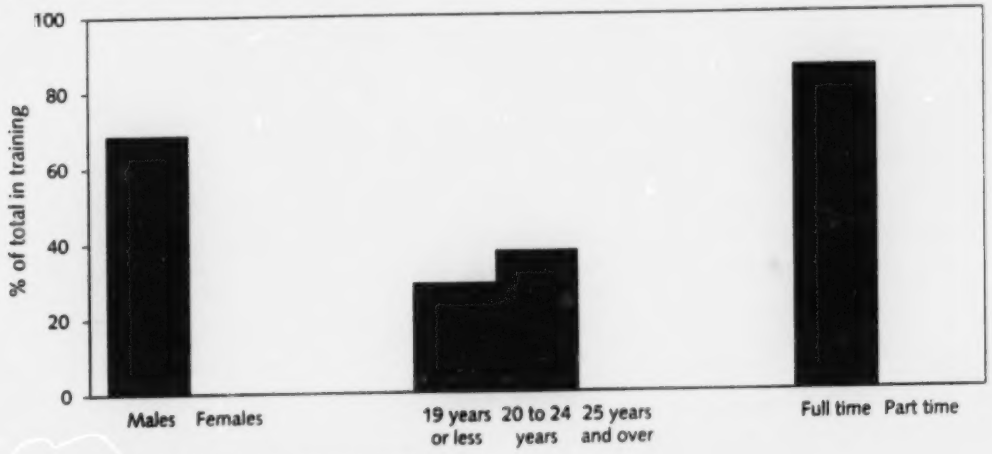
Apprentices and trainees in Australia's VET system

Apprenticeships and traineeships are an important part of Australia's education and training system, and increasing attention is being paid to their development, particularly following the introduction of New Apprenticeships at the beginning of 1998.

In 1999 apprenticeship and traineeship activity was at record levels. By 31 December 1999:

- An estimated 259 900 individuals were undertaking an apprenticeship or traineeship, an increase of 18.7% on the number in training a year earlier.
- 68.7% of apprentices and trainees were males and 31.3% females (figure 13).
- 33.6% of apprentices and trainees were aged 25 years or more with 28.9% aged 19 years or less, and 37.5% in the 20 to 24 years age group (figure 13).

Figure 13: Main characteristics of apprentices and trainees in training, 31 December 1999



Source: NCVER apprentice and trainee data as at March 2000.

During the year:

- 193 000 apprentices and trainees commenced a contract of training, an increase of 25.3% on 1998.
- Of those commencing, 39.4% were aged 25 years or more, while 38.3% were aged 19 years or less. This continues the recent trend of an increasing number of older people entering Australia's apprenticeship and traineeship system.
- 32.1% of apprentice and trainee commencements were at AQF level III or higher and of more than 2 years expected duration.
- Cancellations and withdrawals together are estimated at 67 400 for 1999, up 28.4% from 1998. This growth can partly be attributed to the increasing number of apprentices and trainees in training.
- About 66 300 contracts were completed in 1999, 11.2% more than in 1998. This growth mainly reflects the trend of a greater number of individuals entering contract training in recent years, particularly short-term contracts of 1 year or less.

Table 18: Commencements, completions and numbers in-training ('000), 1995 and 1999

	1995	1999 estimates	% annual growth rate
Commencements	64.6	193.0	31.5
Completions	31.6	66.3	20.4
Apprentices and trainees in training	141.4	259.9	16.4

Note: Annual growth rates are compound growth rates for the period 1995 to 1999.

Source: NCVER apprentice and trainee data as at March 2000.

In general, there has been very strong growth in apprenticeships and traineeships over the period 1995 to 1999 (table 18):

- The number of commencements grew strongly, from 64 600 in 1995 to an estimated 193 000 in 1999, corresponding to an annual growth rate of 31.5%.
- The number of apprentices and trainees in training increased significantly, from 141 400 at the end of 1995 to an estimated 259 900 at the end of 1999 at an annual growth rate of 16.4%.
- The number of completions grew soundly, from 31 600 in 1995 to an estimated 66 300 in 1999. The annual rate of growth over this period has been at 20.4%.

The growth in the number of apprentices and trainees in training has also exceeded the growth in Australia's 15 to 64 year old population over the period 1995 to 1999.

- Rates of participation for 15 to 64 year olds in apprenticeships and traineeships increased from 1.1% at 30 June 1995 to 1.5% at 30 June 1998 and then to 2.0% at 30 June 1999. These figures highlight the dramatic growth in apprenticeships and traineeships from mid-1998 to mid-1999 (Table 19).

Table 19: Apprentice and trainee participation* of 15-64 year olds (at 30 June), 1995 to 1999

	1995	1996	1997	1998	1999
Apprentices and trainees ('000)	135.9	156.5	172.0	193.7	255.4
Australian population ('000,000)	12.0	12.2	12.4	12.5	12.7
Participation rate (%)	1.1	1.3	1.4	1.5	2.0

* Derived from NCVER apprentice and trainee statistics and ABS Demographic Statistics (cat. no. 3101.0) for June quarters 1995, 1996, 1997, 1998 & 1999. Note that in-training figures in table 18 refer to December quarters and hence are different to numbers shown in this table.

Source: NCVER apprentice and trainee data as at March 2000.

Since the introduction of New Apprenticeships, there has been an increase in the numbers undertaking a part-time apprenticeship or traineeship.

- It is estimated that 81.8% of apprentices and trainees commenced a full-time contract during 1999. This figure is below that for 1998 (around 87%).
- In terms of numbers in training, 85.8% of apprentices and trainees undertaking a contract of training at the end of 1999 were full-time (figure 12), in contrast to around 90% a year earlier.

During 1999, the number of contracts at higher levels of the Australian Qualification Framework (AQF) increased above average:

- An estimated 76.0% of apprentices and trainees in training at the end of 1999 undertook an AQF III or equivalent program while AQF II programs accounted for 20.9%. In 1998, on the other hand, about 73% of those in training were took up AQF level III contracts and 23% AQF level II contracts.
- AQF I programs comprised only 0.1% of apprenticeships and traineeships at the end of 1999.

At 31 December 1999, an estimated 42.4% of apprentices and trainees were undertaking a program of more than 3 years duration while 26.5% were undertaking programs of 1 year or less (table 20).

- The great majority of those undertaking programs of more than 3 years duration were undertaking a program at AQF III or higher (98.3%).
- About half (49.5%) of those undertaking a program of 1 year or less were in AQF II or lower programs.
- 82.2% of full-time apprentices and trainees were undertaking training at AQF level III or higher. This is in contrast to 59.8% of apprentices or trainees undertaking AQF level III or higher part-time.

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Table 20: Per cent of apprentices and trainees in-training as at 31 December 1999, by expected duration and qualification level

Expected duration	AQF II and lower	AQF III	AQF IV and above	Total	% of total
1 year or less	49.5	45.8	4.7	100.0	26.5
1 to 2 years	27.7	66.4	5.9	100.0	16.3
2 to 3 years	17.6	79.6	2.8	100.0	14.7
More than 3 years	1.7	97.3	1.0	100.0	42.4
Full-time	17.8	79.1	3.2	100.0	85.8
Part-time	40.2	57.5	2.3	100.0	14.2
Total	**21.0**	**76.0**	**3.0**	**100.0**	**100.0**

Note: The percentages used here have been adjusted on a pro rata basis to take account of a small amount of unknown data.

Source: NCVER apprentice and trainee data as at March 2000

Educational background of VET students

Students undertaking VET while still at secondary school comprise an important and rapidly growing component of Australia's VET sector (table 21).

- It is estimated that in 1999 over 7% of all VET students were still attending school.

Table 21: Per cent of VET students by secondary school status, 1997 to 1999

Still attending secondary school?	1997	1998	1999
Yes	4.2	5.2	5.7
No	69.1	66.4	69.6
Not known	26.6	28.4	24.7
Total	**100.0**	**100.0**	**100.0**
Total ('000)	**1,458.6**	**1,535.2**	**1,647.2**

A small but significant number of students have completed their highest level of schooling recently (table 22).

- At least 10% of the 1999 VET students completed their highest school level either in 1998 or 1999.
- About 64% of these students have left secondary school.
- About half (48%) of those VET students who have finished full-time schooling, completed year 12, about 14% year 11, more than one quarter (28%) year 10 and 11% year 9 or lower.

Table 22: Per cent of 1999 VET students by year of highest completed level of schooling

Year of highest level of schooling	Students
1998 or 1999	10.3
Before 1998	51.4
Not known	38.3
Total	**100.0**
Total ('000)	**1,647.2**

In terms of the highest level of educational achievement prior to starting VET, 1999 students reveal the following characteristics:

- Over a quarter of students (25.8%) have completed some kind of post-secondary education. Of these students, 18.8% have a degree or postgraduate diploma as their highest level of educational achievement, 12.1% an associate or undergraduate diploma, and 28.3% a trade or technician certificate.
- It is estimated that at least half of the 1999 VET students have no prior post-secondary education. Of these students, 45% have Year 10 or 11 as their highest prior educational achievement, 40% Year 12, and further 15% Year 9 or lower.
- Students with Year 12 as their highest prior educational achievement are more likely to study full-time than any other students. They undertook an average of 289 hours per year each, which is much higher than the average for all VET students (201, table 23)

Table 23: Per cent of VET students and annual hours, and average hours per student by highest level of prior educational achievement, 1998 and 1999

Highest level of educational achievement	Students		Annual hours		Average hours	
	1998	1999	1998	1999	1998	1999
Degree or postgraduate diploma	**4.4**	**4.8**	**4.3**	**4.5**	**200**	**186**
Associate or undergraduate diploma	2.9	3.1	3.4	3.7	244	239
Trade/technician certificate	7.0	7.3	6.9	7.1	199	196
Other certificate	7.6	8.3	10.2	10.5	275	256
Unspecified post-secondary education	2.9	2.3	1.4	1.3	101	114
Year 12	18.5	17.9	28.3	25.8	312	289
Year 10 or 11	20.2	20.3	23.5	23.5	237	233
Year 9 or lower	6.0	6.8	5.8	6.6	198	195
Unknown	30.7	29.2	16.2	17.0	108	117
Total	**100.0**	**100.0**	**100.0**	**100.0**	**204**	**201**
Total ('000)	1,535.2	1,647.2	312,776.8	331,071.1		

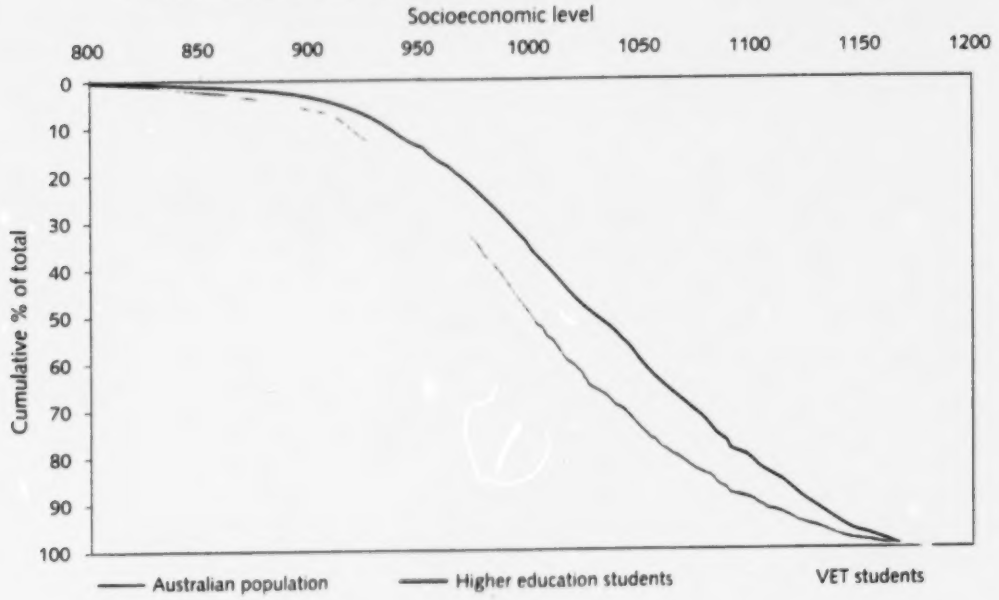
Socioeconomic profile of VET students

Research over a long period of time shows that in the higher education and upper secondary education systems, students are more likely to come from wealthier backgrounds. Factors such as education, income and occupation of parents have been identified as important determinants of socioeconomic bias in education.

However, in Australia's vocational education and training sector this socioeconomic bias cannot be observed. The percentages of VET students from different socioeconomic levels[5] matches almost exactly the general population percentages at each level (figure 14). In other words, in socioeconomic aspects VET students are an almost exact sample of the general population. The publicly funded VET system is particularly effective in providing services to the full socioeconomic spectrum of Australians.

[5] Socioeconomic Indexes for Areas (SEIFA) values range from 750 (poor/disadvantaged) to 1200 (rich/advantagd), approximately, and have a median value of 1000

Figure 14: Proportion of VET and higher education students and the Australian population, at or below each socioeconomic level, 1999[6]



On-line and remote access students in VET

With the rapid growth of Australia's information economy flexible learning approaches away from institutional settings and underpinned by advanced information and communications technologies become more and more important in the delivery of VET.

In 1999,

- 125 600 students, or 7.6%, of the 1.65 million VET students used on-line services, participated in VET from remote locations or learned by correspondence.
- They accounted for 14.3 million hours, or 4.6%, of the annual hours in VET.

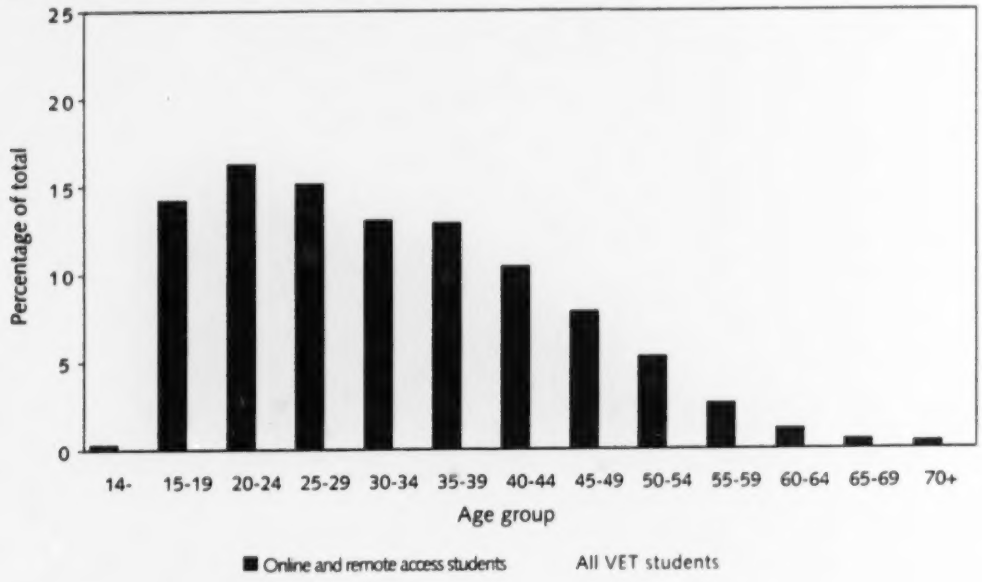
On-line and remote access students are more likely to be female, older than other VET students, live in rural and remote areas of Australia, and have some form of prior education.

- Of all on-line and remote access students, 38 100, or 30.3%, also undertook some subjects delivered in institutional settings.
- Correspondence students comprised 52.5% females and 47.5% males, in contrast to 49.0% females and 51.0% males for all VET students.
- Females accounted for 54.4% of the training hours delivered in flexible delivery modes.
- Students from rural and remote areas of Australia take advantage of the possibility to undertake VET on-line or through other distant learning facilities. In 1999, 36.9% of on-line and remote access students resided in rural areas and 7.0% in remote areas which contrasts with the pattern for all VET students, 30.7% of whom lived in rural regions and 3.8% in remote areas.

[6] Sources: ABS SEIFA values from the 1996 census, mapped to postcode districts; ABS population estimates by postcode for 30 June 1999; statistics from the Department of Education, Training and Youth Affairs Higher Education Division on the number of 1999, non-overseas students with their home address in each postcode district

- About 8.0% of on-line or remote access students undertook VET interstate while only 2.5% of all VET students crossed State/Territory borders for their VET provision.
- Queensland and South Australia showed the highest on-line and remote access training activity with over 13% of the States' students undertaking VET on-line or from remote access locations. Tasmania and the ACT on the other had very low flexible delivery VET activity (less than 1% of all students).
- The median age of on-line and remote access students was 30.5 years, 1.9 years more than the median age of the 1999 VET students.
- While of all VET students 21.8% were aged 15 to 19 years, only 14.2% of on-line and remote access students were of that age (figure 15).
- Students who are enrolled in subjects delivered by correspondence were more likely to have completed some form of prior education qualification (47% with prior education, 53% without). This contrasts with all VET students 36% of whom had prior education and 64% had none.

Figure 15: Age distributions of on-line and remote access VET students



Residence of VET students

Over the past two years the pattern of VET participation in Australia's rural and remote areas has increased at a marginally higher rate than VET participation in metropolitan regions (table 24).

- Almost two thirds of the VET students lived in metropolitan areas with 57.7% residing in the capital cities and 7.1% in other metropolitan areas. The proportion of capital city students has declined over the past two years, from 58.6% of the 1997 VET students residing in capital cities, to 57.7% in 1999.
- Over one third of students came from country Australia with about 30.7% from rural and 3.8% from remote areas with both proportions showing increases over the 1997 figures (29.6% in rural, 3.5% in remote areas of Australia).
- Full-fee-paying overseas students made up a small but significant number of VET students. In 1999, 17 100 VET students from outside Australia, or 1.0% of all VET students, undertook training in Australia's publicly-funded VET sector on a full-fee paying basis. This represents an increase of 13% over the 15 200 overseas full-fee paying students in 1998.

Table 24: Per cent of students and annual hours by geographic region, 1997 to 1999

	1997		1998		1999	
Geographic region	Students	Annual hours	Students	Annual hours	Students	Annual hours
Capital City	58.6	61.7	58.2	61.9	57.7	62.3
Other Metropolitan	7.1	7.5	7.1	7.2	7.1	7.3
Rural	29.6	25.1	30.1	25.4	30.7	25.7
Remote	3.5	2.7	3.5	2.6	3.8	2.8
Outside Australia	1.2	3	1.1	2.9	0.7	2.0
Total	100	100	100	100	100.0	100.0
Total ('000)	1,458.6	302,199.6	1,535.2	312,776.8	1,647.2	331,071.1

Most VET students (1.56 million in 1999, or 94.7% of all students) wholly or partly undertook their training college, campus or employment based. For 96.8% of these students the distance between where they lived and where they studied (the 'one-way commuter distance') could be estimated[7]. Major features of the 1999 commuting patterns for students undertaking VET in institutional settings were:

- The median one-way commuter distance in 1999 was 11.6 kilometres, which is broadly similar to the 1998 figure (11.8 kilometres, table 25).

Table 25: Estimated one-way median commuter distances (kilometres) for students undertaking VET in institutional settings, 1998 and 1999

		1998	1999
Sex	Males	13.7	13.4
	Females	10.4	10.1
Geographic region	Capital city	10.5	10.6
	Other metropolitan	11.3	10.8
	Rural	22.6	18.2
	Remote	82.2	58.2
All VET students		11.8	11.6

- The distances between students' residences and their places of VET span a very wide range. Of the 1999 VET students 23.4% lived closer than five kilometres to their training provider, 46.2% closer than ten kilometres, 69.7% closer than twenty kilometres, 15.4% further than fifty kilometres away from their training provider, 9.3% further than a hundred kilometres and 2.0% further than 500 kilometres (table 26).
- In each of the four major geographic locations slightly more than 20% of the VET students lived within five kilometres of their training provider (table 26).

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[7] Details of the estimation procedure are provided in the technical and explanatory notes

- As would be expected, the need to travel long distances to undertake training is greater for students in rural and remote areas of Australia (table 25).
  - 52.4% of the remote and 32.1% of the rural students travelled one-way commuter distances of more than 50 kilometres, 15.8% of the remote students even further than 500 kilometres. Of the students residing in capital cities, on the other hand, only 4.8% travelled one-way distances greater than 50km.
  - The median commuter distance for rural students (almost 60 kilometres) was almost six times larger than that for students from metropolitan areas (10.6km). Rural students travelled a median one-way commuter distance (18.2km) which is almost twice that for metropolitan students.
- Males seem to commute longer distances to undertake VET than females. The median distance to their VET providers was 13.4 kilometres for males, 3.3 kilometres more than for females (table 25).
- Overall, age and commuter behaviour do not seem to be correlated.

Table 26 Distribution of students who undertake VET in institutional settings by distance to training provider and geographic region, 1999

Geographic region	Distance between student's residence and training provider: Less than 5 km	5 to 10 km	10 to 20 km	20 to 50 km	50 to 100 km	100 to 500 km	More than 500 km	Distance known (%)	Distance not known ('000)	Students ('000)
Capital city	**23.5**	**25.8**	**30.2**	**18.7**	**2.2**	**1.5**	**1.1**	**100.0**	**3.2**	**889.2**
Other metropolitan	22.9	27.3	26.5	13.4	8.0	3.2	1.9	100.0	2.5	108.8
Rural	23.7	17.8	11.9	17.4	13.0	17.0	2.2	100.0	1.4	460.8
Remote	20.9	6.5	7.2	15.4	8.4	28.2	15.8	100.0	0.1	54.5
Other	-	-	-	-	-	-	-	-	43.3	46.0
Total	**23.4**	**22.8**	**23.5**	**17.8**	**6.1**	**7.3**	**2.0**	**100.0**	-	-
Total ('000)	**353.7**	**343.5**	**354.8**	**269.1**	**92.1**	**110.2**	**30.4**	**1,508.9**	**50.5**	**1,559.3**

States and Territories Statistics – 1999

New South Wales

New South Wales is Australia's most populous state, with 33.8% of Australia's resident population living in the state in 1999.

- Students enrolled in VET in New South Wales comprised 32.4% of all Australian VET students and accounted for 33.9% of all annual hours delivered in the state.
- VET students aged 15 to 64 represented 12.7% of the working age population in New South Wales.
- Of all New South Wales VET students,
  - 51.7% were female and 48.3% male, which represented a higher female participation than in the rest of Australia[8] (47.8% females, 52.2% males).
  - 22.2% were 15 to 19 years old, 16.3% were 20 to 24 years, 32.8% were aged 25 to 39 years and a further 26.3% were 40 to 64 years old, broadly following the national pattern.
  - the majority (56.9%) resided in Sydney, 11.6% in other metropolitan areas and a further 28.2% in rural areas.
- The most popular field of study among VET students in NSW was *Business, administration and economics*, which accounted for 20.8% of annual hours, followed by *VET multi-field education*, with 17.5% of hours, and *Engineering and surveying* , with 14.8% of annual hours.
- Of all areas of learning, *Administration, business, economics and law* accounted for the largest proportion of annual hours in the state (18.4%), followed by *Engineering and processing* (13.5% of annual hours) and *Social, educational and employment skills* (13.2% of hours).

Age	% males	% females	% students
15-19	25.3	19.3	22.2
20-24	18.1	14.6	16.3
25-39	31.4	34.1	32.8
40-64	22.7	29.7	26.3
Other	2.5	2.3	2.4
Total	100.0	100.0	100.0
% students	48.3	51.7	100.0
Total ('000)	258.0	276.3	534.3

Geographic region	% males	% females	% students
Sydney	56.0	57.7	56.9
Other metropolitan	12.0	11.3	11.6
Rural	28.2	28.2	28.2
Remote	0.8	0.8	0.8
Interstate	2.5	1.7	2.1
Overseas	0.4	0.2	0.3
Total	100.0	100.0	100.0
Total ('000)	258.0	276.3	534.3

Field of study of major course	% students	% hours
Land and marine resources, animal husbandry	5.8	4.4
Architecture, building	5.1	6.9
Art, humanities and social sciences	7.9	6.7
Business, administration, economics	23.3	20.8
Education	1.9	0.8
Engineering, surveying	11.9	14.8
Health, community services	8.4	9.2
Law, legal studies	0.2	0.2
Science	9.8	7.8
Veterinary science, animal care	0.1	0.2
Services, hospitality, transportation	11.6	10.7
VET multi-field education	14.0	17.5
Subject only - no course	0.2	0.1
Total	100.0	100.0
Total ('000)	534.3	112,070.0

Area of learning	% students	% hours
Humanities	29.2	8.0
Social studies	4.7	2.2
Education	3.1	0.7
Sciences	8.5	2.7
Mathematics, computing	35.7	12.6
Visual/Performing arts	5.3	4.9
Engineering, processing	16.5	13.5
Health sciences	25.1	7.4
Administration, business, economics, law	35.4	18.4
Built environment	6.5	5.8
Agriculture, renewable resources	7.0	3.8
Hospitality, tourism and personal services	12.2	6.9
Social, educational and employment skills	32.4	13.2
Total	(a)	100.0
Total ('000)	534.3	112,070.0

(a) Some students are enrolled in more than one area of learning. Therefore the percentages shown in this column add to more than 100

[8] Australia excluding New South Wales

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Victoria

Victoria is Australia's second most populous state, with 24.8% of Australia's resident population in 1999. It has a higher population density than any other state/territory except the ACT.

- VET students in Victoria comprised 28.9% of all Australian VET students and accounted for 27.5% of annual hours.
- VET students aged 15 to 64 represented 14.7% of the working age population in Victoria.
- Of all Victorian VET students,
  - 52.7% were male and 47.3% female, which represented a higher male participation than in the rest of Australia[9] (50.3% males, 49.7% females).
  - 17.7% were young people (15 to 19 years old), a lower proportion than the equivalent figure for the rest of Australia (23.4%); 17.3% were 20 to 24 years old, 34.9% were aged 25 to 39 years and a further 28.1% were 40 to 64 years old.
  - the majority resided in Melbourne (60.3%), with a large proportion living in rural (31.0%) geographic regions.
- The most popular field of study among VET students in Victoria was *Business, administration and economics* which accounted for 21.3% of all hours delivered in the state, followed by *Engineering and surveying*, with 16.7% of hours and *Services, hospitality, transportation* with 15.8% of hours.
- Of all areas of learning, *Administration, business, economics and law* accounted for the largest proportion of annual hours in the state (19.3%), followed by *Social, educational and employment skills* (15.0%), and *Engineering and processing* (12.5%).

Age	% males	% females	% students	Geographic region	% males	% females	% students
15-19	19.6	15.6	17.7	Melbourne	59.7	60.6	60.3
20-24	19.0	15.4	17.3	Other metropolitan	3.6	3.3	3.5
25-39	34.8	35.0	34.9	Rural	30.4	31.9	31.0
40-64	24.8	31.6	28.1	Remote	0.5	0.6	0.5
Other	1.8	2.4	2.1	Interstate	4.6	2.8	3.7
Total	100.0	100.0	100.0	Overseas	1.2	1.0	1.1
% students	52.7	47.3	100.0	Total	100.0	100.0	100.0
Total ('000)	250.8	225.5	476.3	Total ('000)	250.8	225.5	476.3

Field of study of major course	% students	% hours	Area of learning	% students	% hours
Land and marine resources, animal husbandry	4.5	3.7	Humanities	23.4	7.8
Architecture, building	5.5	6.8	Social studies	3.3	1.8
Art, humanities and socials science	4.5	8.4	Education	5.0	1.4
Business, administration, economics	18.5	21.3	Sciences	10.7	2.9
Education	1.2	0.8	Mathematics, computing	29.1	10.5
Engineering, surveying	13.8	16.7	Visual/Performing arts	4.4	4.2
Health, community services	6.1	7.9	Engineering, processing	19.4	12.5
Law, legal studies	0.3	0.5	Health sciences	24.1	7.1
Science	2.0	2.2	Administration, business, economics, law	32.8	19.3
Veterinary science, animal care	0.1	0.2	Built environment	5.7	5.4
Services, hospitality, transportation	16.4	15.8	Agriculture, renewable resources	5.8	3.4
VET multi-field education	9.6	12.2	Hospitality, tourism and personal services	13.4	8.7
Subject only - no course	17.5	3.4	Social, educational and employment skills	34.2	15.0
Total	100.0	100.0	Total	(a)	100.0
Total ('000)	476.3	91,109.2	Total ('000)	476.3	91,109.2

(a) Some students are enrolled in more than one area of learning. Therefore the percentages shown in this column add to more than 100

[9] Australia excluding Victoria

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Queensland

Queensland is Australia's second largest state/territory in land area and the most decentralised in terms of population distribution. 18.5% of Australia's residents live in Queensland.

- Students enrolled in VET in Queensland made up 18.6% of all Australian VET students and accounted for 17.1% of all annual hours.
- VET students (aged 15 to 64) represented 12.8% of the working age population in Queensland.
- Of Queensland students,
  - 52.6% were male and 47.4% were female, which represented a slightly higher male participation than in the rest of Australia[10] (50.6% males and 49.4% females).
  - 25.7% were young people (between 15 and 19 years old), a higher proportion than the equivalent figure for the rest of Australia (20.9%); a further 14.9% were 20 to 24 years, 31.8% were aged 25 to 39 years and 26.2% were 40 to 64 years old.
  - the majority resided in Brisbane (45.5%), 11.4% in other metropolitan areas and a further 34.4% in rural areas.
- The most popular field of study among VET students in Queensland was *Business, administration and economics*, which accounted for 19.6% of all annual hours delivered in the state, followed by *Engineering and surveying*, with 15.1% of hours, and *Services, hospitality and transportation*, with 13.7% of hours.
- Of all areas of learning, *Administration, business, economics and law* accounted for the highest proportion of annual hours in the state (19.9%), followed by *Social, educational and employment skills* (16.3% of hours) and *Engineering and processing* (12.3% of hours).

Age	% males	% females	% students
15-19	27.2	23.9	25.7
20-24	16.0	13.7	14.9
25-39	31.8	31.7	31.8
40-64	23.5	29.1	26.2
Other	1.5	1.5	1.5
Total	100.0	100.0	100.0
% students	52.6	47.4	100.0
Total ('000)	161.1	145.4	306.5

Geographic region	% males	% females	% students
Brisbane	44.0	47.2	45.5
Other metropolitan	10.8	12.1	11.4
Rural	34.9	33.9	34.4
Remote	7.3	4.8	6.1
Interstate	2.4	1.3	1.9
Overseas	0.6	0.7	0.6
Total	100.0	100.0	100.0
Total ('000)	161.1	145.4	306.5

Field of study of major course	% students	% hours
Land and marine resources, animal husbandry	4.2	5.5
Architecture, building	5.2	5.5
Art, humanities and social sciences	9.2	8.5
Business, administration,economics	21.9	19.6
Education	3.6	2.9
Engineering, surveying	15.5	15.1
Health, community services	14.6	11.7
Law, legal studies	1.5	1.4
Science	4.4	5.3
Veterinary science, animal care	0.3	0.2
Services, hospitality, transportation	11.4	13.7
VET multi-field education	8.3	10.4
Subject only - no course	0.0	0.0
Total	100.0	100.0
Total ('000)	306.5	56,602.6

Area of learning	% students	% hours
Humanities	22.1	6.5
Social studies	2.5	0.9
Education	11.0	3.3
Sciences	9.7	2.3
Mathematics, computing	22.4	9.1
Visual/Performing arts	3.5	3.9
Engineering, processing	16.9	12.3
Health sciences	29.3	7.5
Administration, business,economics, law	35.0	19.9
Built environment	6.0	4.9
Agriculture, renewable resources	4.9	4.0
Hospitality, tourism and personal services	23.1	9.1
Social, educational and employment skills	39.8	16.3
Total	(a)	100.0
Total ('000)	306.5	56,602.6

(a) Some students are enrolled in more than one area of learning. Therefore the percentages shown in this column add to more than 100.

[10] Australia excluding Queensland

Western Australia

Western Australia is Australia's largest state/territory in land area. However, it has only 9.8% of Australia's resident population, with the majority living in the south-west.

- VET students in Western Australia make up 7.7% of all Australian VET students and account for 9.2% of all annual hours delivered in the state.
- VET students (aged 15 to 64) represent 9.8% of the working age population in Western Australia.
- Of all VET students in Western Australia,
  - 53.2% were males and 46.8% females, which represented a slightly higher male participation than in the rest of Australia[11] (50.8% males and 49.2% females).
  - 24.1% were young people (between 15 and 19 years old), which represented a higher proportion than the equivalent figure in the rest of Australia (21.6%); a further 17.4% were 20 to 24 years old, 34.0% were aged 25 to 39 years and 23.1% were 40 to 64 years old.
  - the majority resided in Perth (62.9%), with rural areas accounting for 20.1% of students and remote regions for 14.9%.
- The most popular field of study was *Engineering, surveying*, which accounted for 19.1% of annual hours delivered in the state, followed by *Business, administration and economics*, with 15.4% of hours and *Services, hospitality, transportation*, with 12.3% of hours.
- Of all areas of learning, *Engineering and processing* accounted for the highest proportion of annual hours (15.3%), followed by *Social, educational and employment skills* (15.1% of hours) and *Administration, business, economics and law* (14.5% of hours).

Age	% males	% females	% students
15-19	27.4	20.4	24.1
20-24	18.6	16.0	17.4
25-39	33.0	35.0	34.0
40-64	19.6	27.1	23.1
Other	1.3	1.4	1.4
Total	100.0	100.0	100.0
% students	53.2	46.8	100.0
Total ('000)	67.2	59.2	126.4

Geographic region	% males	% females	% students
Perth	62.8	63.1	62.9
Other metropolitan	0.0	0.0	0.0
Rural	20.0	20.3	20.1
Remote	15.1	14.5	14.9
Interstate	0.9	0.7	0.8
Overseas	1.2	1.3	1.3
Total	100.0	100.0	100.0
Total ('000)	67.2	59.2	126.4

Field of study of major course	% students	% hours
Land and marine resources, animal husbandry	6.0	4.4
Architecture, building	5.1	7.0
Art, humanities and social sciences	9.9	12.1
Business, administration, economics	17.2	15.4
Education	2.3	1.7
Engineering, surveying	16.6	19.1
Health, community services	6.7	9.3
Law, legal studies	0.6	0.6
Science	8.8	7.1
Veterinary science, animal care	0.4	0.3
Services, hospitality,transportation	9.5	12.3
VET multi-field education	16.7	10.8
Subject only - no course	0.0	0.0
Total	100.0	100.0
Total ('000)	126.4	30,383.8

Area of learning	% students	% hours
Humanities	27.4	6.4
Social studies	2.8	1.5
Education	3.3	0.8
Sciences	8.7	2.5
Mathematics, computing	33.3	11.7
Visual/Performing arts	7.7	6.9
Engineering, processing	24.3	15.3
Health sciences	28.0	8.4
Administration, business, economics, law	33.3	14.5
Built environment	8.6	6.1
Agriculture, renewable resources	8.7	3.8
Hospitality, tourism and personal services	10.0	7.1
Social, educational and employment skills	36.9	15.1
Total	(a)	100.0
Total ('000)	126.4	30,383.8

(a) Some students are enrolled in more than one area of learning. Therefore the percentages shown in this column add to more than 100.

[11] Australia excluding Western Australia

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South Australia

South Australia is a sparsely settled State, with 7.9% of Australia's resident population. Most of South Australia's residents live in the south-east.

- VET students in South Australia make up 8.1 of all Australian VET students and account for 7.4% of annual hours.
- VET students (aged 15 to 64) represent 13.3% of the working age population in South Australia.
- Of South Australian VET students in 1999,
  - 50.8% were females and 49.2% males, which represented a slightly higher female participation than in the rest of Australia[12] (48.9% females and 51.1% males).
  - 23.5% were 15 to 19 years old, which represented a higher participation of young people in the state than in the rest of Australia (21.6%); 15.2% were 20 to 24 years, 32.1% were aged 25 to 39 years and a further 26.8% were 40 to 64 years old.
  - the majority resided in Adelaide (69.4%); while rural geographic regions accounted for the next highest proportion of the VET student population in the state (25.1%).
- The most popular field of study was *Services, hospitality and transportation*, which accounted for 20.4% of all annual hours delivered in the state, followed by *Business, administration, economics*, with 19.4% of hours, and *Engineering, surveying*, with 13.3% of hours.
- Of all areas of learning, *Administration, business, economics and law* accounted for the highest proportion of annual hours (23.0%), followed by *Social, educational and employment skills* (12.6%) and *Mathematics, computing* (12.3%).

Age	% males	% females	% students
15-19	25.2	21.7	23.5
20-24	16.7	13.8	15.2
25-39	31.9	32.3	32.1
40-64	23.9	29.6	26.8
Other	2.3	2.5	2.4
Total	100.0	100.0	100.0
% students	49.2	50.8	100.0
Total ('000)	66.0	68.0	133.9

Geographic region	% males	% females	% students
Adelaide	68.3	70.1	69.4
Other metropolitan	0.0	0.0	0.0
Rural	25.8	24.8	25.1
Remote	3.1	2.9	3.0
Interstate	2.0	1.6	1.8
Overseas	0.8	0.7	0.7
Total	100.0	100.0	100.0
Total ('000)	66.0	68.0	133.9

Field of study of major course	% students	% hours
Land and marine resources, animal husbandry	5.4	7.5
Architecture, building	3.4	4.6
Art, humanities and social sciences	5.4	6.5
Business, administration, economics	20.5	19.4
Education	2.0	1.8
Engineering, surveying	11.8	13.3
Health, community services	7.6	8.3
Law, legal studies	1.2	1.2
Science	5.0	6.0
Veterinary science, animal care	0.2	0.4
Services, hospitality, transportation	14.7	20.4
VET multi-field education	17.2	9.5
Subject only - no course	5.7	1.1
Total	100.0	100.0
Total ('000)	133.9	24,651.8

Area of learning	% students	% hours
Humanities	27.4	6.6
Social studies	2.5	0.7
Education	3.3	0.7
Sciences	7.5	2.6
Mathematics, computing	33.6	12.3
Visual/Performing arts	5.4	4.5
Engineering, processing	17.0	11.9
Health sciences	27.0	7.9
Administration, business, economics, law	36.8	23.0
Built environment	4.6	4.0
Agriculture, renewable resources	7.2	6.1
Hospitality, tourism and personal services	11.9	7.2
Social, educational and employment skills	33.2	12.6
Total	(a)	100.0
Total ('000)	133.9	24,651.8

(a) Some students are enrolled in more than one area of learning. Therefore the percentages shown in this column add to more than 100.

[12] Australia excluding South Australia

Tasmania

Tasmania is an island state, with 2.5% of Australia's population.

- VET students in Tasmania make up only 1.9% of all Australian VET students and account for 2.1% of all annual hours delivered nationwide.
- VET students (aged 15 to 64) represent 10.2% of the working age population in Tasmania.
- Of Tasmanian VET students in 1999,
  - 51.7% were male and 48.3% female, which represented a slightly higher male participation than in the rest of Australia[13] (50.9% males and 49.1% females).
  - 23.2% were 15 to 19 years old, which represented a higher participation of this age cohort than in the rest of Australia (21.8%); a further 15.5% were 20 to 24 years old, 32.9% were aged 25 to 39 years and 27.3% were 40 to 64 years old.
  - the majority resided in rural areas (59.1%); while Hobart accounted for the next highest proportion of the VET student population in the state (38.1%). The large rural base is due to the definitions of geographic regions as they apply to Tasmania.
- The most popular field of study was *Business, administration and economics*, which accounted for 21.5% of all annual hours delivered in the state, followed by *Services, hospitality and transportation*, with 20.7% of hours, and *Engineering, surveying*, with 14.8% of hours.
- The area of learning which accounted for the highest proportion of annual hours in the state was *Administration, business, economics and law* (24.0%), followed by *Engineering, processing* (16.7%) and *Mathematics and computing* (12.1%).

Age	% males	% females	% students
15-19	25.7	20.4	23.2
20-24	16.9	14.1	15.5
25-39	32.5	33.4	32.9
40-64	23.8	31.0	27.3
Other	1.1	1.0	1.1
Total	100.0	100.0	100.0
% students	51.7	48.3	100.0
Total ('000)	16.5	15.4	31.8

Geographic region	% males	% females	% students
Hobart	38.1	37.9	38.1
Other metropolitan	0.0	0.0	0.0
Rural	59.1	60.4	59.1
Remote	1.3	0.9	1.1
Interstate	2.1	0.8	1.5
Overseas	0.3	0.1	0.2
Total	100.0	100.0	100.0
Total ('000)	16.5	15.4	31.8

Field of study of major course	% students	% hours
Land and marine resources, animal husbandry	5.4	6.0
Architecture, building	5.5	4.9
Art, humanities and social sciences	6.6	10.3
Business, administration, economics	26.4	21.5
Education	8.0	2.4
Engineering, surveying	13.1	14.8
Health, community services	9.0	8.8
Law, legal studies	0.3	0.3
Science	4.0	6.2
Veterinary science, animal care	0.0	0.0
Services, hospitality, transportation	15.6	20.7
VET multi-field education	5.9	4.1
Subject only - no course	0.2	0.1
Total	100.0	100.0
Total ('000)	31.8	6,928.4

Area of learning	% students	% hours
Humanities	23.3	4.0
Social studies	3.1	1.4
Education	4.7	1.4
Sciences	8.8	1.8
Mathematics, computing	36.4	12.1
Visual/Performing arts	5.2	3.5
Engineering, processing	24.1	16.7
Health sciences	34.7	9.2
Administration, business, economics, law	42.4	24.0
Built environment	6.4	3.9
Agriculture, renewable resources	7.4	4.2
Hospitality, tourism and personal services	15.7	10.3
Social, educational and employment skills	29.9	7.5
Total	(a)	100.0
Total ('000)	31.8	6,928.4

(a) Some students are enrolled in more than one area of learning. Therefore the percentages shown in this column add to more than 100.

[13] Australia excluding Tasmania

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Northern Territory

The Northern Territory covers a large area with a relatively small population (1.0% of Australia's resident population). A considerable proportion of this population is of Aboriginal or Torres Strait Islander background (between 28% and 29%[14]).

- VET students in Northern Territory make up 1.2% of all Australian VET students and account for 1.2% of total annual hours.
- VET students (aged 15 to 64) represent 13.9% of the working age population in the Northern Territory.
- Of Northern Territory VET students in 1999,
  - 52.6% were male and 47.4% female, which represented a slightly higher male participation than in the rest of Australia[15] (50/9% males and 49.1% females).
  - 20.3% were 15 to 19 years old, 16.2% were 20 to 24 years, 39.0% were aged 25 to 39 years, which represented a higher participation of this age cohort than in the rest of Australia (33.3%); and a further 22.4% were 40 to 64 years old.
  - half (51.6%) resided in remote geographic regions; while Darwin accounted for 38.1% of all VET students in the state.
- The most popular field of study was *Business, administration and economics*, which accounted for 18.3% of annual hours delivered in the state, followed by *VET multi-field education*, with 14.5% of all hours and *Health and community services*, with 12.2% of hours.
- The area of learning which accounted for the highest proportion of all annual hours was *Administration, business, economics and law* (16.9%), followed by *Social, educational and employment skills* (15.7%) and *Engineering, processing* (13.6%).

Age	% males	% females	% students
15-19	22.2	18.3	20.3
20-24	17.6	14.7	16.2
25-39	37.9	40.2	39.0
40-64	20.4	24.8	22.4
Other	2.0	2.0	2.0
Total	100.0	100.0	100.0
% students	52.6	47.4	100.0
Total ('000)	10.1	9.1	19.3

Geographical regions	% males	% females	% students
Darwin	40.5	35.5	38.1
Other metropolitan	-	-	-
Rural	5.3	4.4	4.9
Remote	48.2	55.3	51.6
Interstate	5.5	4.2	4.9
Overseas	0.6	0.6	0.6
Total	100.0	100.0	100.0
Total ('000)	10.1	9.1	19.3

Fiels of study of major course	% students	% hours
Land and marine resources, animal husbandry	10.6	10.6
Architecture, building	3.6	4.5
Art, humanities and social sciences	7.5	8.6
Business, administration, economics	17.7	18.3
Education	6.3	4.0
Engineering, surveying	8.6	10.7
Health, community services	9.8	12.2
Law, legal studies	0.9	2.2
Science	1.0	1.4
Veterinary science, animal care	0.0	0.0
Services, hospitality, transportation	9.6	8.7
VET multi-field education	16.6	14.5
Subject only - no course	7.8	4.2
Total	100.0	100.0
Total ('000)	19.3	3,958.6

Area of learning	% students	% hours
Humanities	26.6	9.5
Social studies	3.8	1.4
Education	6.0	1.4
Sciences	4.7	1.0
Mathematics, computing	24.5	8.4
Visual/Performing arts	8.1	5.0
Engineering, processing	21.1	13.6
Health sciences	37.6	11.6
Administration, business, economics, law	31.0	16.9
Built environment	6.7	4.3
Agriculture, renewable resources	9.7	5.9
Hospitality, tourism and personal services	10.5	5.2
Social, educational and employment skills	40.1	15.7
Total	(a)	100.0
Total ('000)	19.3	3,958.6

(a) Some students are enrolled in more than one area of learning. Therefore the percentages shown in this column add to more than 100.

[14] This proportion is based on projections of the indigenous population, 1996 to 2006, ABS catalogue number 3231.0

[15] Australia excluding the Northern Territory

Australian Capital Territory

The Australian Capital Territory is essentially a city-state, with 1.6% of Australia's residential population. It is the smallest of Australia's States and Territories but has the highest population density.

- VET students in the Australian Capital Territory make up 1.1% of all Australian VET students and account for 1.6% of all annual hours.
- VET students (aged 15 to 64) represent 8.4% of the working age population in the Australian Capital Territory.
- Of all students who undertook VET in ACT in 1999,
  - 51.8% were male and 48.2% female, which is similar to the gender participation in the rest of Australia[16] (50.9% males and 49.1% females).
  - 22.5% were 15 to 19 years old, 23.8% were 20 to 24 years, a significantly higher proportion than in the rest of Australia (16.3%); 33.5% were aged 25 to 39 years and a further 19.9% were 40 to 64 years old, which represented lower participation than in the rest of Australia (26.6%).
  - the majority resided in Canberra (89.1%) and 5.5% interstate, which reflected the pattern of population distribution in the Australian Capital Territory, where most of the population is concentrated in Canberra.
- The most popular field of study was *Business, administration and economics*, which accounted for 21.0% of all annual hours delivered in the state, followed by *Services, hospitality and transportation*, with 15.5% of hours, and *Art, humanities and social sciences*, with 15.5% of hours.
- The area of learning which accounted for the highest proportion of annual hours was *Administration, business, economics and law* (18.5%), followed by *Mathematics and computing* (16.4%) and *Hospitality, tourism and personal services* (10.4%).

Age	% males	% females	% students	Geographic region	% males	% females	% students
15-19	22.9	22.1	22.5	Canberra	87.4	90.9	89.1
20-24	26.8	20.6	23.8	Other metropolitan	0.7	0.9	0.8
25-39	32.5	34.6	33.5	Rural	1.9	1.1	1.5
40-64	17.4	22.5	19.9	Remote	-	-	-
Other	0.4	0.2	0.3	Interstate	7.1	3.8	5.5
Total	100.0	100.0	100.0	Overseas	2.8	3.3	3.1
% students	51.8	48.2	100.0	Total	100.0	100.0	100.0
Total ('000)	9.7	9.0	18.7	Total ('000)	9.7	9.0	18.7

Field of study of major course	% students	% hours	Area of learning	% students	% hours
Land and marine resources, animal husbandry	3.6	3.9	Humanities	33.0	7.0
Architecture, building	4.7	6.2	Social studies	3.3	3.3
Art, humanities and social sciences	10.7	15.5	Education	5.4	0.9
Business, administration, economics	28.1	21.0	Sciences	13.3	3.6
Education	2.6	0.6	Mathematics, computing	38.9	16.4
Engineering, surveying	11.4	10.8	Visual/Performing arts	6.9	4.3
Health, community services	9.9	12.8	Engineering, processing	16.1	8.9
Law, legal studies	1.4	0.9	Health sciences	25.3	8.2
Science	5.6	6.2	Administration, business, economics, law	47.0	18.5
Veterinary science, animal care	0.9	1.4	Built environment	5.8	5.3
Services, hospitality, transportation	15.6	15.5	Agriculture, renewable resources	6.7	3.3
VET multi-field education	5.5	5.2	Hospitality, tourism and personal services	15.6	10.4
Subject only - no course	0.0	0.0	Social, educational and employment skills	31.7	9.9
Total	100.0	100.0	Total	(a)	100.0
Total ('000)	18.7	5,366.6	Total ('000)	18.7	5,366.6

(a) Some students are enrolled in more than one area of learning. Therefore the percentages shown in this column add to more than 100.

[16] Australia excluding the Australian Capital Territory

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Notes

Scope

The figures reported in this publication are derived from the national collection of VET provider and financial data, and relate to VET programs which are funded wholly or in part from public funds allocated for VET.

In accordance with the National VET Statistical Information program, some exclusions are made to ensure consistency and comparability in reporting. The exclusions are:

- activity in recreation, leisure and personal enrichment programs ('stream 1000'), which is reported in a separate publication;
- VET provider campuses which are located outside Australia;
- fee-for-service delivery by private providers.

Technical and explanatory notes

Age: Student ages for the 1999 collection are calculated as the difference in years between 30 June 1999 and the student's date of birth.

Annual growth rate: Annual growth rates are compound growth rates calculated under the assumption of constant growth over the time period under consideration. Example: A growth of 33.1% over a three-year period corresponds to an annual growth rate of 10.0%.

Annual hours: Annual hours are a measure of total delivery. They are based on nominal hours for each subject undertaken and represent the anticipated hours of supervised training.

Area of learning: A broad category which comprises different discipline groups and classifies a subject according to its major content matter.

Australian Qualification Framework (AQF): A nationally consistent framework of credentials offered in post-compulsory education and training.

Community education providers: Community education training organisations which have provided information to the data collection.

Commuter distance: A commuter distance as reported in this publication is determined as the 'crows flight distance' between the population-weighted centroids of the student's residential postcode and the training provider's postcode. Corrections have been made where huge discrepancies between 'crows flight' and travel distances are expected, like, for instance, in the areas around Sydney Harbour or around Port Phillip Bay in Victoria.

Course: A structured sequence of vocational education and training that leads to the acquisition of identified competencies and which, if submitted for accreditation, may lead to a qualification.

Delivery strategy: A classification that describes the approach adopted to deliver the material in a subject. In the present publication we distinguish between external (remote access and on-line) delivery which includes standard correspondence learning, and attendance (non-correspondence) delivery which mainly includes teacher-directed delivery in a local classroom situation or by some other form of communication system, scheduled and unscheduled self-paced learning, and workplace delivery.

Enrolment: The registration of a student at a training provider location for the purpose of undertaking a course or subject. The enrolment is considered valid only if all fee obligations have been met and the student has attended at least one lesson or submitted at least one unit of work.

Field of study: A classification of courses based on the major subject matter of the content.

Funding source: A classification that describes the source of funding associated with a subject enrolment.

Geographic region: A classification developed to provide geographic information about the place of residence of a VET student and the place of training.

Highest educational level: A category that indicates the student's highest prior education level derived on the basis of the student's highest prior post-secondary education or, in case no prior post-secondary education is reported, highest secondary school level completed.

Major qualification level: A student who is enrolled in more than one recognised qualification is counted only once, against the major (highest) qualification category. By the same token, the hours undertaken by a student in more than one qualification are

summed up and reported against the major (highest) qualification category.

Module: A unit of education or training, usually part of a course, in which a student may enrol and be formally assessed for.

NCVER: National Centre for Vocational Education Research Ltd.

Other government providers: Government-owned and managed education facilities/organisations, other than TAFE, which deliver VET (e.g. universities providing VET, agricultural colleges in some States and Territories).

Private providers:Private sector organisations that provide training to individuals and industry.

Program of training: A course or subject offered by a training organisation in which students may enrol.

Provider location: A specific training site (e.g. institute, campus, or annex) administered by a training organisation for the purpose of providing students with programs of training.

Provider type: Providers are classified as "TAFE and other government", "community education" or "private provider" according to their primary role in the delivery of training.

Qualification issued: A recognised qualification or official statement issued to a student which certifies that he or she has successfully completed a program of study or has met the specified requirements by an approved, equivalent process.

Recognition of prior learning (RPL): A process through which students may gain status or credit for courses or subjects on the basis of previously gained recognised competencies (obtained through informal/formal training, experience in the workplace, voluntary work, social or domestic activities).

Socioeconomic Index for Areas (SEIFA): SEIFA values are an indicator for wealth or socioeconomic advantage. SEIFA values range from approximately 750 (poor/disadvantaged) to 1200 (rich/advantaged), and have a median of 1000.

Student: An individual who has enrolled in at least one subject during 1999.

Subject: Either a module or a unit of competency.

Subject outcomes: A classification that describes the types of outcome which may be attained as a result of a client undertaking a subject.

Successfully completed subjects: Based on subject enrolments, the number of students, enrolments and annual hours where the subject outcome reported is "student assessed – passed" or "satisfactory completion of class hours".

TAFE: Technical and Further Education

TAFE providers: TAFE training organisations which have provided information to the data collection.

Training package: A set of training components (units of competency) designed to assist the student in achieving relevant competencies for a specific industry.

Unit of competency: A basic component of education/training which can be assessed and recognised in the VET system. It can be studied independently, but is usually offered as part of a National Training Package qualification.

Vocational programs: Type of training program (as distinct form non-vocational programs) designed to equip students with vocational skills and knowledge that prepare them for the workplace. This includes general programs designed for students who may want to undertake vocational programs in the future.

VET: Vocational Education and Training

NCVER

This publication provides analytical commentary on the publicly funded vocational education and training (VET) sector in Australia. It gives an overview of the characteristics of students, the subjects and courses they undertook in 1999, training outcomes and measures of total activity.

Some information of this publication as well as the comprehensive statistics *Australian VET statistics 1999 in detail* can be downloaded from NCVER's web site at www.ncver.edu.au. A summary of 1999 VET information is available in *Australian VET statistics 1999 at a glance*. Detailed financial data is published in *Australian VET statistics 1999 financial data*.

Other NCVER products that relate to analyses in this publication are *Australian VET statistics 1998: an overview*, *Australian VET 1997 commuter distances: an overview* and *Australian personal enrichment education and training programs 1998: an overview*.
For further information on NCVER's range of statistical publications, call NCVER Client Services on 1800 00 99 66.

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